

Longcroft School and Sixth Form College SEN Information Report

September 2017

The Special Educational Needs (Information) Regulations that came into force on 1.9.14 set out the requirement for governing bodies to publish a Special Educational Needs Information Report containing information on SEND provision.

The school ensures that the information report is updated at least once a year and is easily accessible on the website. The SENCO is responsible with the support of the leadership team in producing this report. We regard this as a live document and as such it is subject to periodic review and amendment.

1. The kinds of special educational needs for which provision is made at the school

Longcroft School and Sixth Form College is a mainstream, community comprehensive secondary school which caters for students with a wide range of Special Educational Needs and Disabilities. The School is a positive, warm and welcoming learning community in which all students are nurtured and our overriding aims are to provide all students with the very best educational experience possible and to instil a passion for lifelong learning, equipping them with the attitude, skills and abilities to cope with a rapidly changing world.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of students with special educational needs

The School's SEND Policy is accessible on the website. The SEND Policy and the arrangements for supporting students with SEND has been revised to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014 and January 2015.

The School works closely with feeder Primary Schools to ensure a smooth transition to secondary school. A range of data and information is collected and used to inform our provision. Concerns about a pupil or young person having special educational needs may be raised by any member of the School staff, any parent or the pupil themselves. School staff should refer their concerns to their Head of Department, Head of Year for initial consideration, or directly to the SENCo or SENCo Manager. Parents and students may raise their concerns in exactly the same way and also through the child's Form Tutor. Concerns will be explored and the pupil's needs will be assessed before a considered response is given.

Students' progress and attainment are closely monitored, not only through termly Progress updates, but also in lessons. Situations where students are not making the expected levels of progress will be investigated and strategies initiated to address any barriers to learning and strategies initiated to accelerate rates of progress.

Additional support for families is available through the following agencies:

- Youth and Family Support Service
- FISH- Family Information Service Hub
- SENDIASS- Special Educational Needs and Disabilities Advice and Support service
- SALT- Speech and Language Therapy
- SaPTS- The Sensory and Physical Training Service
- CAMHS- Child and Adolescent Mental Health Service
- Educational Welfare Service
- Local Authority Education Inclusion Service

3. Information about the school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including —

a. how the school evaluates the effectiveness of its provision for such students;

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

- Comparing baseline assessments with rates of progress against targets and final assessments.
- Measuring improvement in skills being developed through the use of standardised testing. For example: reading and spelling accuracy, comprehension accuracy and speed, writing speed and computation skills.
- Measuring impact on progress in the classroom. For example: by examining progress in English and/or Maths through the use of assessment data, making observations of performance and/or behaviour through learning walks or book scrutiny, and also through liaison with subject teachers.
- Discussing progress with students themselves.
- Parental feedback is also welcomed.
- Evaluations of interventions are shared with the Governing body.

b. the school's arrangements for assessing and reviewing the progress of students with special educational needs;

In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, support staff and Heads of Department pupil progress is monitored through the following:

- Learning visits
- Book Scrutiny
- Departmental meetings and Hub Analysis following a Progress Update

Progress in each subject is also monitored through the termly assessments and reviews. The data is analysed carefully and any pupil not making the expected rate of progress will be identified. Discussions between the SENCo and other

members of staff take place in which actions are planned to improve pupil progress and further address any barriers to learning.

Additional monitoring assessments take place throughout the year, by the SENCo or SENCo manager for students who have been having support which is additional to, or different from, that normally provided. These assessments focus on any barriers to learning which have been previously identified, such as literacy or numeracy and review progress in these areas.

Pupils with a Statement or an EHCP have a formal Annual Review Meeting in which progress is discussed and outcomes set for the next academic year. Parents, and all professionals involved, are invited to contribute and attend, along with the pupil. Information is shared with parents through progress review reports and meetings with parents.

Regular contact with parents/carers is achieved through:

- Pupil planners
- Additional home/school notebooks
- Email
- Telephone contact
- Letters

c. the school's approach to teaching students with special educational needs;

Information on students who have been identified as having a special educational need is shared with the teaching staff and is regularly updated. Recommendations and strategies to address a pupil's needs are made by the SENCo or SENCo Manager in order to remove barriers to learning and enable access to the curriculum. Subject teachers are responsible for differentiating lessons to meet the needs of all students in their classes.

All lessons are required to be differentiated to meet the needs of the students. There are many ways in which this can be achieved. For example: through ability levelled tasks, alternative methods of recording, adaptation of questioning, catering for different learning styles or the use of additional and/or different resources. Students with more acute needs may have in-class support or a modified curriculum.

Both the academic and pastoral needs of students are met by a range of staff within the School such as Form Tutors, Heads of Year and Key Stage, Heads of Department, subject teachers and Learning Support staff. Further support is also available through links with external agencies. (Please refer to Section 5)

d. How the school adapts the curriculum and learning environment for students with special educational needs;

The School ensures that reasonable adjustments are made to both the academic and pastoral needs of the 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
- Small group and one to one interventions
- In-class support
- Differentiation

Adjustments are made to individual timetables to ensure students with SEND are able to access their lessons and have sufficient time to move safely around the site.

e. Additional support for learning that is available to students with special educational needs;

The School works at the limits of its capacity to provide a graduated response in supporting students with SEND. Provision is allocated according to need and follows an “assess, plan, do and review” process.

At the end of Year 9 or early in Year 10, students who have a history of need and support are assessed for access arrangements for public examinations. Applications are made for students who meet the criteria set by the Joint Council for Qualifications (JCQ). The SENCo has attended annual training to ensure that JCQ regulations are adhered to. Parents/carers of students requiring access arrangements will be informed by letter.

f. Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;

The School seeks to make reasonable provision to include students with SEND in extra-curricular activities and school visits.

The School provides additional support before and after school, and during lunch and break times, through the following:

- Pastoral Support
- Drop in facilities provided by the Learning Resources Department at break and lunchtime.
- Lower School Lunchtime club for invited students.
- Mentoring
- Additional sporting activities aimed at engaging SEND students
- In addition, Performing Arts, Art Club etc

g. Support that is available for improving the emotional and social development of students with special educational needs.

Support for developing the emotional and social needs of students with SEND is offered through:

- Mentoring
- Heads of Year, Pastoral Staff and Form Tutors
- Youth and Family Support Service (YFS)
- Prevention and Education Team (PET)
- Counselling
- Education Welfare Officer (EWO)
- Intervention programmes developing social skills

Administration of medicines and personal care are carried out by designated staff. The School has a Safeguarding policy that can be accessed on the School's website.

Risk assessments are completed for all activities and visits.

The following staff support behavioural needs and the attendance of students:

- Senior Leadership Team
- Form Tutors
- Pastoral Team
- Heads of Year
- Heads of Upper and Lower School
- Learning Support Team
- EWO
- YFS

The School seeks to enable all students to contribute to all parts of School life.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the Learning Resources Team

Mrs Carol Marshall, SENDCo
Tel: 01482 862171
Carol.Marshall@longcroft.eriding.net

Mrs P Fleming, SENDco Manager
Tel: 01482 862171
pam.fleming@longcroft.eriding.net

Mrs S Hutchinson- Jones, Director of Inclusion
Tel: 01482 862171

The Learning Resource Department is Strategically Managed by the Director of Inclusion. The SENCo oversees the department and the SENCo Manager is responsible for the day to day running of the department.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Specialist staff working at the school:

Carol Marshall, SENDco

Referrals can be made to the following colleagues at school:

- Youth and Family Support Service (YFS)
- Educational Welfare Officer (EWO)
- School Nurse

Referrals can also be made to these outside agencies:

- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service (SaPTS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- SENDIASS- Parent Support Service

The Learning Support Teaching Assistants have had training in how to address arrange of barriers to learning in high incidence SEN such as dyslexia and autism and specific needs of individual students, Training is delivered in fortnightly staff meetings for the Learning Support Teaching Assistants.

All staff have completed the ERY LA Safeguarding and Child Protection training.

The School aims to regularly update the training needs of the Learning Support Team through both internal Continuing Professional Development and external training opportunities, to make sure that the needs of students can be met. The School prepares to meet the needs of new students with previously unprecedented barriers to learning by following the advice of all professionals involved in their support, and through close liaison with the pupil and their family.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The School premises have

- Disabled toilet and changing facilities at upper and lower school

The site is large split site and students move between both Lower and Upper School site. Both sites have flights of stairs with rooms that are not accessible for wheelchair users so adjustments are made to students' timetables to reflect their need for accessible classrooms.

Specialist equipment for students with visual impairments can be accessed through Sensory and Physical Teaching Service (SaPTS) and resources can be modified to meet their needs. The same applies to students with physical impairments; specialist equipment tailored to their needs can be provided through SaPTS and Occupational Therapy services.

The School site has disabled car parking bays available for blue badge holders.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Longcroft School welcomes parental/carer involvement in supporting their child. The Form Tutor is the first point of contact for any concerns. Appointments can be made with other key staff as required.

The School invites parents/carers to be involved in:

- Parents' Evenings
- Transition Open Evening
- Additional Personal Transition Meetings
- Annual Reviews of Statements or Education and Health Care Plans (EHCP)
- Awards Afternoons and Celebrations

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Students are consulted at all stages. They are involved in target setting and reviews of progress. Students contribute to their own Pupil Profiles. Students with either a Statement or EHCP are invited to contribute to their reviews for their Statement or Education, Health and Care Plan and are also invited to attend the meeting. Students are offered support from the School when meeting with outside agencies, such as the Educational Psychologist.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

The Head of Year or Curriculum Leader will usually be the first point of contact if a parent, or those with parental responsibility, is worried or concerned about their child. They will then pass on the information to relevant members of staff. Information about the School's complaints procedure is available on the School's website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

Not only will they engage appropriate specialist services and agencies to ensure that individual needs are being met, but also to form part of consultation and involvement on strategic policies being put into practice.

In some cases, outside professionals from health or social services may already be involved with the student. We would expect these professionals to liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

Where assessment indicates that support from specialist services is required we believe it is important that the student receives it as quickly as possible.

The SENCO and class teacher, together with the specialists, and involving the student's parents will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Organisations which support students and the School are listed in section 5.

11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.

The Local Authority has a dedicated website for parents and professionals which indicates the support that is available within the East Riding for 0 -25 year olds:
www.eastridinglocaloffer.org.uk

- Youth and Family Support Service (YFS) through County Hall, Beverley
- Educational Welfare Officer (EWO) through school
- School Nurse, through School Health Services

Referrals can also be made to the following outside agencies:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Social Services
- Sensory and Physical Teaching Service (SaPTS)
- Child and Adolescent Mental Health Service (CAMHS)

12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The School liaises with the feeder primary schools to support the transition between Key Stages 2 and 3.

Year 6 students visit on one day during the Summer Term:

- On New Intake Day to experience a selection of lessons and meet their new Form Tutors.
- If required, students are given the opportunity to make extra visits

At transition between KS3 and 4 all students are given advice and guidance about the selection of their GCSE courses from the following staff:

- Form Tutors,
- Subject Teachers
- IAG Careers Advisors

Parents/carers and students are also invited to share their views and attend an Open Evening. All Year 7 New Stars will have a bespoke tutor evening early in the academic year so they can discuss how they have settled into secondary school

The LEAP programme is organised by the Personalised Learning Manager as additional support programme for students requiring more support with settling in.

On transfer to Post 16 education, the School liaises with both local sector providers, such as Bishop Burton College, Beverley Joint Sixth Form College and other out of area providers chosen by students.

Longcroft School also offers opportunity to look around the 6th form as part of the year 11 transition.

13. Information on where the Local Authority's local offer is published.
www.eastridinglocaloffer.org.uk