



Special Educational Needs Policy

Date Passed to Governors **September 2016**

Date Approved by Governors: **September 2016 (review July 2018)**

Date of Next Review: **September 2019**

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

Information is available on the Darlington website.

The Darlington SEND Local Offer website is available by clicking on this link - [Darlington SEND Local Offer](#)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with

special educational needs and/or disabilities and their families. It describes the services and provision

that are available both to those families in Darlington that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special

educational need. The SEND Local Offer includes information about public services across

education, health and social care, as well as those provided by the private, voluntary and community

sectors.

Special Educational Needs Key Personnel in School

To speak to any of the key personnel in school please contact school directly on 01325 380815

Miss Jo Morton- SENCO: jmorton@longfield.uk.com

Mrs Julie Walker- Assistant SENCO: jwalker@longfield.uk.com

Mrs Emma Hickerson- Assistant Head Teacher (Inclusion and Progress):
ehickerson@longfield.uk.com

Mrs Beverly Clifton – SEN Governor:

Definitions of Special Educational Needs, Disability and Inclusion

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years [Jan 2015] defines children and young people as having special educational needs if they have a learning difficulty or disability that calls for special educational provision for him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disabled children and young people

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Provision to meet the needs of children and young people with SEND

High quality teaching that is differentiated and personalised 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 provision under Section 21 of the Children and Families Act 2014.

Equality and Inclusion

Longfield Academy is an inclusive school and supports children with a wide range of SEND. The school has a duty under the Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination and to promote equality of opportunity and foster good relations. The school is aware of its statutory responsibility under the Disability Act, 2001 to consider the accessibility of the school for disabled pupils. The school has accessibility plans in place and considers access to all parts of the curriculum, for all pupils, with or without a disability. Improvements to the physical environment of the school and the allocation of physical aids to access education will be considered on an individual pupil basis. Parents and carers can contact the school at any time to discuss concerns.

Aims of the SEN Team

The support team aims to assist pupils with all aspects of their learning and development. We appreciate that not all successes are academic and we strive to ensure that nurture is coupled with independence and support to develop strategies to equip our learners to manage the demands associated with aspiration and with reaching their personal goals.

This policy builds upon Longfield's core values and ethos. Longfield promotes inclusion and challenges discrimination. Pupils of all ability levels and backgrounds are entitled and shall receive provision suitable for their individual learning and welfare requirements.

This policy reflects the SEND Code of Practice, 0-25 guidance 2014.

Longfield Academy aims to:

- Support pupils to remove barriers to their learning to enable them to access the broad and balanced curriculum provided within the school
- Collaborate effectively with feeder primary schools to identify and assess the needs of pupils in preparation for transition

- Work with pupils and their families to offer the best education support package to optimise opportunities for success
- Provide support and a learning environment for pupils when access to timetabled lesson is not appropriate
- Co-ordinate opportunities to seek advice and assessments from outside agencies when appropriate*
- Co-ordinate provision from outside agencies when appropriate based upon presenting need or advice from outside agencies
- Allocate in class support for pupils with needs where appropriate and/ or to secure the optimum learning environment for those pupils
- Support pupils and their families in requests for EHC Plan assessment requests
- Improve attendance in school for pupils with a special educational need by facilitating personalised learning programs
- Support pupils in returning to school following periods of trauma or illness where a phased reintegration is felt to be beneficial
- Provide accurate information to aid subject specific additional learning requirements
- Provide accurate and current training to school staff to ensure that additional learning needs are catered to as part of quality first teaching in every classroom
- Keep accurate and up to date records of pupils additional learning needs and to ensure that school staff has access to relevant information to enable them to cater to the needs of their pupils
- To provide guidance to staff in terms of advice, use of resources and appropriate teaching strategies to help staff to develop the full, the potential of all pupils in their care.
- Practice in accordance with the school equality and access policies
- Ensure that school uses its best endeavours to support children with SEND, enabling them to engage in the activities of the school alongside pupils who do not have SEND.
- Ensure that parents of pupils with an additional need are kept informed of their child's progress and attainment
- Ensure that identification of pupil needs happens as early as possible
- To prepare pupils with special educational needs to make a successful transition into adulthood through the development of strong links with employers, further and higher education and training providers

*Nb: Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Family Support Workers, Social Communication Outreach Team. Darlington Network for SENCOs

Our Vision

Our vision is to provide pupils with the tools to be able to access an excellent all-round education. We strive to build self-esteem, confidence, social skills and interaction

techniques to help our pupils to mature into confident and independent citizens with high aspirations and self-belief.

At the heart of the learning experience is excellent quality first teaching. The support team aims to enable pupils to access this expertise from subject teachers so will always aim to facilitate access to the timetabled curriculum lessons when possible. Where difficulties do arise there is a graduated approach to building the scaffolding required to support the pupil. The graduated response is continuously assessed and modified as appropriate and in some cases specialist services are employed to enhance the support packages. As a team we work with pupils and their parents and carers to ensure that the most appropriate services are utilised. We then co-ordinate the assessments, the implementation of interventions and the reviews of the impact of the services.

In some circumstances it may be necessary to apply for a statutory SEN document for the pupil that will ensure provision is secured until age 25. In these circumstances we will support families and will seek advice from the SEN team for Darlington and will request assessment for an Education, Health and Care Plan. The support for the pupil may still be provided by Longfield – or in some cases it may be felt that specialist provision is essential in meeting the needs of the pupil. In these cases we would work closely with the pupil and family to ensure that an ideal placement is found and that any transitions are as smooth and successful as possible.

Admission Arrangements

Longfield strives to be a fully inclusive school.

On entry to the school pupils with SEN will be placed on the Additional Needs Register and reviewed throughout the year. The admission arrangements for all pupils are in accordance with the national legislation, including the Equality Act, 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and children with any disability or medical condition.

Support within the School Environment

Some pupils require support strategies to enable them to manage in a large mainstream secondary school. These can vary depending upon need – below are some of the support provisions available to our pupils.

The ORB

We are proud to have a designated learning space – The ORB (Opportunities Resource Base). This quiet space is used during lesson time for small intervention

group teaching, one to one sessions and for some private study where appropriate. After school the pupils are welcome to complete homework or revision as part of a scheduled staff led session or independently if preferred.

During social times the ORB provides a structured and safe environment for pupils who may struggle with busy areas of the school to socialise, to play board games, complete homework or read.

Pupil Passes

Small personalised cards are provided for some pupils to enable them to communicate their needs to staff.

The Assistant SENCO organises the use of these cards with parents / carers and pupils' agreement, and staff are reminded of their use as appropriate.

Examples where such cards are used include the following:

- To leave lessons 2 minutes early to avoid crowded corridors (particularly useful for pupils with communication and interaction or sensory difficulties).
- To request to leave a lesson due to raised levels of anxiety / frustration
- To request 1:1 talk time with a member of staff from the pastoral team

Emotional Wellbeing

At Longfield we are fortunate to have an on-site Emotional Wellbeing Officer who co-ordinates work from CAMHS, the school councillor and the school nurse. She is able to offer a number of individual and group therapeutic programs as well as re-engagement initiatives with outside agencies.

In Class Support

We have a number of Higher Level Teaching Assistants who will be present in lessons to support pupils directly and/ or ensure conditions for an optimum learning environment. We will look at the allocation of this support regularly and target this where we feel that most positive impact can be made.

Examinations Support

Pupils in Key stage 3 and 4 can be assessed for specific exam access arrangements. If it is felt that this is beneficial to the pupil internal assessments will adhere to this support strategy thus building a picture of need which can be used as evidence when applying to JCQ for official external qualification assessment support entitlement.

Allocation of Resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. The SENCO will ensure that relevant information is

collected and presented to the local authority to aid the appropriate allocation of resources through the 'Ranges' system adopted by Darlington Local Authority.

It is the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used. Once we have an understanding of the needs of a pupil we aim to adhere to advice from external agencies and the advice from EHC Plans as best as possible.

Identification of pupil needs

Pupils may already have identified additional needs before joining Longfield Academy. As part of our excellent transition package we meet with key staff at feeder schools to gather information about needs and strategies – so that as much support can already be on place for the pupil during the transition period and upon entry to school.

During their time at Longfield a pupil may be identified as having a possible need by any member of staff, a family member or the pupil themselves. Further information will then be gathered by the SENCO, the concerns will be discussed at the weekly pastoral meeting and possible referrals will be made to appropriate outside support agencies for more targeted assessments and or diagnosis. Parents and carers will be informed of any such investigations, their views and observations form a valuable source of information.

If it is established that a pupil had an additional special educational need it will fall into one of four broad areas of need as specified by the Code of Practice (SEND Code of Practice 2014, page 86).

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs

A Graduated Approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible barriers that they are experiencing.
- c) The child's class teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) If a pupil has recently been removed from the Additional Needs register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Regular academic reports and Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the appropriate information will be added to the Additional Needs register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

Assess
Plan
Do
Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clear analysis of the pupil's needs, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the pupil and their family. Where relevant, advice from external support services will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning involves consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All staff working with the pupil will be informed of their individual needs via the Additional Needs Register, through an update on the Daily Digest and where appropriate through a pupil profile sticker. They will also be made aware of the support that is being provided, any particular teaching strategies/approaches that should be employed and the outcomes that are being sought.

TA's who support students with SEND are expected to liaise with teachers and make themselves fully aware of lessons and objectives set for these students. They are there to support the pupils and the teacher in the most appropriate manner, whether this is individual support of a student, small group work or whole class team teaching.

Do

The class teachers remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO and Assistant SENCO.

Review

Review opportunities will be made on a termly basis, in line with the SEN Code of Practice. The review process will evaluate the impact and quality of the support and interventions and necessary amendments will be made in consultation with parents and the pupil. Staff will be informed of any updates to the support package for each pupil as appropriate.

Throughout the year there are a number of review opportunities alongside the school cycle of formal parent's evenings (which are attended by the SENCO and Assistant SENCO). The following list illustrates further opportunities where the SENCO and Assistant SENCO utilise the opportunity to review the support provisions for pupils with their parents and carers:

- Multi-agency meetings
- Outside agency meetings
- Telephone discussion
- Email communication exchange
- Transition planning meeting with career guidance officer

Referral for an Education, Health and Care Plan

In some cases it is felt that despite the application of the graduated response the needs of the pupil are not able to be fully met and it may be that an Education Health and Care Plan needs to be in place. If school feels that this is the case a request for assessment for this must be made to the Local Authority. This request may come from parents/ carers or school.

The application for an Education, Health and Care Plan need assessment will combine information from a variety of sources including:

- Parents
- Teachers

- SENCO
- Social
Care
- Health
profession
als

Following the submission of information to support the EHC Plan need assessment a decision will be made by a panel of professionals from Education, Health and Care sectors whether to initiate the assessment request. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Where the decision to initiate the assessment occurs more information may be requested by professionals and family involved and a decision will be made.

Following Statutory Assessment, an EHC Plan will be provided by Darlington Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

In Service Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses and Darlington SEN Network meetings and any relevant SEN focused external training opportunities for all staff.

The SENCO delivers half-termly SEN focussed CPD sessions for all staff to ensure that there is an understanding of current ideas, needs and strategies.

Working in partnerships with parents

We believe that a close working relationship between school and home is the key to the success of the pupil. Displaying a close collaboration with the needs and wellbeing of the pupil at the heart we can give the pupil confidence that they are valued and that we will be doing everything possible to meet their needs. It is important that your child sees our relationship and the decision making processes as a positive experience where their views and opinions are valued and that their ultimate success is the driving force of the collaboration.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head of School or SENCO, who will be able to advise you on formal procedures for complaint.

Further information to help with any SEND issues including advice about EHC Plans can found via the SEND Local Offer:

[Click here to open the Darlington SEND Local Offer](#)

or by speaking to the Darlington Local Authority SEN Team on: 01325 380651

or by contacting Helen Daly SEND Advisory at the Darlington Information Advice and Support Service (IASS): North Lodge, Central House, Gladstone Street, Darlington, DL36UX.
Tel: 01325 405878