

# Longfield Academy

## SEND & Disability Policy/SEND Information Report

**Policy Date:** July 2019

**Review Date:** July 2020

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEND Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour for Learning Policy
- Equal Opportunities Policy
- Safeguarding & Child Protection Policy
- Complaints Policy
- Accessibility Policy

This policy was developed with in consultation with parents/carers, representatives from the governing body and will be reviewed annually.

### **Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice (2014, p 4)*

### **Definition of disability**

*Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'...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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5)*

### **1 The kinds of special educational need for which provision is made at the school**

At Longfield Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties.

There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of students with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Speech, Language and Communication Need, Cognition and Learning, Emotional, Social and Mental Health Difficulties and Sensory and Medical needs. Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### **2 Information about the policy for identification and assessment of students with SEND**

At Longfield Academy we monitor the progress of all students six times a year to review their academic progress. We also use a range of assessments with all the students at various points e.g. dyslexia screening, reading age, Lucid Exact, DASH, Language for learning (Secondary)

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are Dyslexia programme, Speech and language programmes (V Joffe – Word finding/Narrative)

Fresh Start, Accelerated Reader, ELSA groups, Circle of Friends, Emotional Literacy, tutor time support – literacy/numeracy and Reading Wise.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Within the Trust we are experienced in using a range of assessment tools. We have access to external advisors who are able to use more detailed assessment tools - Leigh Trust employed Educational Psychologists and Specialist Teaching Service via the Local Inclusion Forum Team.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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

#### **3a How the school evaluates the effectiveness of its provision for such students**

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### **3b the school's arrangements for assessing and reviewing the progress of students with special educational needs**

Every pupil in the school has their progress tracked six times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Longfield Academy are listed previously. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

### **3c the school's approach to teaching students with special educational needs**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Longfield Academy the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

[http://www.kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/targeted\\_support/inclusion/inclusion\\_and\\_achievement/publications\\_and\\_documents.aspx](http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

**3d how the school adapts the curriculum and learning environment for students with special educational needs**

At Longfield Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

Longfield Academy is a relatively new building with accessibility for all. The building meets all standards. It has disability toilets on each floor in each college, lift access to both floors and staff have had Evac-chair training. All rooms have signs on classroom and office doors to show the purpose of the room.

**3e additional support for learning that is available to students with special educational needs**

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school.

**3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to students at Longfield Academy are available to students with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

**3g support that is available for improving the emotional and social development of students with special educational needs**

At Longfield Academy we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE days, tutor time programme, emotional literacy lessons, ELSA groups, Circle of friends and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following: e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated 6<sup>th</sup> form mentor

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

### **3h IB Middle Years Programme and SEND**

Our culture of inclusivity and collaboration permeates all our work. All students, including those with EHCP as part of the Specialist Resource Provision, access majoritively mainstream curriculum. This includes MYP classes and engagement with the IB Learner Profile. Key Stage 3 students have equal access to the MYP and there are no selection criteria that would exclude any student from the programme.

### **4 The name and contact details of the SEND Director and Co-ordinator**

The Director of Learning (SEND) at Longfield Academy is Mr Alastair Williams, who is a qualified teacher and he holds the Postgraduate Diploma in SEND as well as the following qualifications: BSC (hons), PGCE, PA PAA Level 7.

Ms Julie Mulholland – Coordinator of Learning, Spectrum Centre  
Foundation Degree in working with young children, Lead Practitioner (SSAT), NVQ level 3 mental Health Care Level 3 ELKAN

Alastair Williams is available on 01474 700700 or [alastair.williams@longfieldacademy.org](mailto:alastair.williams@longfieldacademy.org).  
Please contact the school to make an appointment.

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

All teachers and teaching assistants have had the following awareness training:  
ASD awareness, dyslexia friendly teaching. Some staff have also had moving and handling training.

In addition, teachers and LSAs have relevant training if a need is identified.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Milestone Academy, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, and dyslexia specialists.

The national SEN funding covers the cost of training.

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

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

**7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of students at Longfield Academy are invited to discuss the progress of their children on 2 of occasions a year and receive a written report 6 of times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Plan/Personalised Plan, which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

**9 The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Longfield Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the student's tutor or subject teacher, Director of Learning (SEND), Director of Learning (Student progress) or Principal of relevant college to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after the governing body has considered it, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND where there is a statutory right for parents to appeal against a decision of the Local Authority. The school cannot investigate complaints, which fall within this category.

**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 governing body have engaged with the following bodies:-

Free membership of LIFT for access to specialist teaching and learning service

3x Educational Psychology service for 5 days per week, combined.

Link to Disabled Children's Service for support to families for some students with high needs

Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy

Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN

The named SEND Governor is Mr. Graham Clewes.

**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 (Parent Partnership Services)**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>



- Kent Parent Carer Forum website [www.kpcf.co.uk](http://www.kpcf.co.uk)
- M4S Independent supporters' [www.m4s.org.uk](http://www.m4s.org.uk)
- We Are Beams – formerly Parents' Consortium [www.wearebeams.org.uk](http://www.wearebeams.org.uk)

**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**

At Longfield Academy we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. There is a detailed, tiered transition programme depending on the needs of the students:

There are open evenings and a taster day for all year 6 students who are transferring to Longfield Academy in year 7.

There are more sessions organised for those students identified by the transition process, in consultation with primary school and other professionals.

Students transferring to the specialist ASD provision (The Spectrum Centre) have a transition programme over 6 weeks in term 6. There is also a SEND and Transition Programme for main school students which runs alongside.

There are also summer schools organised to support transition from primary to secondary. Longfield Academy has a careers advisor who meets with all students to ensure organised preparation when moving onto post16 education.

We also contribute information to a students' onward destination by providing information to the next setting.

**13 Information on where the local authority's local offer is published.**

The local authority's local offer is published on [www.kent.gov.uk] and parents without internet access should make an appointment with the Director of Learning (SEND) for support to gain the information they require.