



LONGHILL  
HIGH SCHOOL

**ASPIRATION + DETERMINATION + SUCCESS**

# SEN/D Information Report

Last updated: 09.07.23 by Dave Grier, SENCO.

Statutory report.

Next review date: January 2024

## Terms and Acronyms

EHCP – education, health and care plan

SENDSCO – special educational needs and disability co-ordinator

ASC – autistic syndrome condition

APDR – “assess, plan, do, review” is the process we go through when running interventions. A student is assessed initially, a plan is made to meet a specific need or target, the intervention is carried out and then reviewed to see if it was successful.

SALT – Speech and Language Therapy

CAMHS – Child and Adult Mental Health Service

OT – Occupational Therapist

EP – Educational Psychology

Longhill High School is part of Brighton & Hove’s Local Offer. More information on the local offer can be found on Brighton & Hove’s website.

This document is intended for all stakeholders, particularly parents.

This information report should be read alongside the SEN/D policy. The SEN/D and associated policies can be found on the school website.

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## **1. What kinds of SEN/D are provided for at Longhill High School?**

Longhill High School has students with a variety of SEN/D within our mainstream offer. This includes students with needs around:

- Cognition and Learning (C&L) – for example dyslexia or dyspraxia;
- Communication and Interaction (C&I) – for example ASC;
- Social, Emotional or Mental Health (SEMH) – for example ADHD or anxiety disorder;
- Sensory and Physical (PD) – for example sensory processing disorder or visual impairment

In addition to mainstream provision of the school, we also have a special facility for students with dyslexia. Places in the facility are decided by the local council and are only for students with an EHCP. Students at the facility will receive 20% of their lessons from a specialist dyslexia teacher, as well as support within mainstream lessons.

## **2. Who has responsibility for SEN/D at Longhill High School?**

### **The Learning Support Faculty**

Dave Grier is the SENDCO at Longhill High School. He has been a teacher for over 23 years and has worked and supported children in Pastoral and Special Educational needs. He has worked in Special Educational settings and main stream schools across Sussex. He holds a Level 7 qualification in Psychometric Testing and assessment and is lead for exam access arrangements. He will be studying for the NASENCO qualification in the 2023-24 academic year.

Lynne Foy is the Deputy SENDCO. She is a qualified HLTA and was a senior TA at Longhill High School for 20 years before taking on this role. She has a special interest in speech, language and communication and is our Communication Champion.

Barbara Sauer is a Level 7 qualified dyslexia teacher, who manages and runs the special facility at Longhill High School. She is dedicated to supporting young people with SpLD through high quality teaching and supportive technologies.

Dave Stokes is a design and technology teacher with a passion for supporting students with a variety of additional needs. He has been working at Longhill High School for 16 years and has a particular interest in ASC.

David Grier is a qualified teacher and holds a Level 7 qualification in assessment for exam access arrangements. He is also Head of Year 7.

Kerrie Sov is an HLTA with many years of experience in the classroom and running specialist interventions. She is our lead TA for ASC.

Leila Austin Fell is a TA with many years of experience in supporting children with mental and emotional difficulties. She is our lead TA for SEMH.

Karen Shergold is a TA with many years' experience in the classroom and in leading group interventions for English and literacy. She is our lead TA for literacy and learning.

Lisa Dickinson is a TA with many years' experience in the classroom and in leading group interventions for English, literacy, SEMH and has a keen interest in numeracy.

We have a team of brilliant TAs who support children in lessons and with mentor time interventions.

### **Other Roles**

Rachel Congreve is the Deputy Head Teacher for SEN/D.

Rachelle Otulakowski is the Headteacher of Longhill High School.

Chris Allmey is the governor for SEN/D.

Our Learning Faculty team access training and support via BHISS and other training providers. The Learning Faculty team provide a range of training and support for the wider school body.

### **3. How are SEN/D students identified at Longhill?**

#### **The SENDIMS register**

Longhill High School keeps a formal record of all students with identified SEN/D called the SENDIMS register. They will be coded as K if they receive school support for SEN/D. They will be coded as E if they have an EHCP. In line with the 2014 Code of Practice, school support for SEN/D means that they need support that is "different from and additional to the majority of students" to make expected progress. This might include specific classroom strategies, short term interventions or additional supports.

We are data driven. This means we use progress and assessment data to identify students and provide support. Slow progress and low attainment do not mean that a student has a special need. The process of identifying special needs is below.

### **Transition to Longhill**

Parents and students who wish to visit Longhill can book in to speak with the learning support team. Once they choose Longhill, the SENCO will speak with primary SENCOs to get information and guidance on strategies that are effective for that child.

Students who were on the SEN/D register at primary will be transferred to Longhill High School register for the first term and information shared between primary and secondary SENDCOs. This will be reviewed at the end of Term 1.

### **Year 7**

In Year 7 all students are assessed using CATS (Cognitive Ability Tests) and Literacy Assessment Online.

Along with KS2 data and first term assessments, the Learning Faculty will review the SENDIMS register. Some students may be added after additional testing by the Learning Faculty to identify traits of special needs. Some students may be removed from the SEN/D register if their needs are met within the classroom. These children will be placed on a monitoring register.

### **Y8-Y11**

Students are assessed by class teachers every term. If a student is struggling or not making expected progress, a teacher will put support in place in the classroom such as a different teaching approach. If progress is still not being made, or if the teacher suspects a disability or learning need, a referral can be made to Learning Support.

Learning Support will do additional testing and assessment to identify whether there is a special educational need and put interventions in place as appropriate. Parents will be informed when additional or different support is put in place.

Learning Support uses Provision Map software to create Pupil Passports. These are shared with staff to help them meet the child's needs. Higher level students will also have Support Plans.

### **Beyond Y11**

Students will be supported in Y11 to make appropriate choices for Further Education. This will include ensuring parents and students are aware of the local offer and what might best suit their needs and wants.

## **Access Arrangements**

Some students with SEN/D may qualify for access arrangements. These are adjustments made during examinations that don't affect the assessment itself. For example, a student who struggles with handwriting might be able to use a word processor during assessments.

There are very strict criteria that the school must follow to grant access arrangements to students and only a qualified assessor is able to assess a student to see if they are required.

## **The Special Facility**

The special facility has a dyslexia focus. Students are fully integrated into the school on arrival, but are overseen and supported by a Level 7 qualified specialist dyslexia teacher. Barbara Sauer trains all the TAs when they join the school to ensure they are able to give specialist dyslexia support in withdrawal lessons and across the curriculum. The Special Facility can only be accessed via EHCP application.

### **4. How are SEN/D students supported at Longhill?**

Our main aim is to develop student's independence and prepare them for adult life. Wherever possible, they will be encouraged to use tools and develop skills which will enable them to work independently and not rely on adult support.

Longhill High School aims to offer all children a broad curriculum that meets their needs. Learning Support staff work with teachers and staff to develop their teaching practice to meet the needs of all pupils.

**All teachers are teachers of SEN/D.** The Ten Teaching Non-negotiables is a framework of teaching Longhill High School uses which is based on EEF (Education Endowment Foundation) research on how best to adapt the learning to support SEN/D students accessing the curriculum effectively. *See Curriculum Intent & Implementation Policy 2023-24* for further information (this is on the school website under policies).

SEN support is provided where students are falling behind because of special educational need. Most additional support will take place during mentor time. There may be some sessions where students are taken out of lessons, but this is kept to a minimum to avoid disruption.

A sample of additional support available:

- Cognition and Learning:

- Mentor time literacy and reading buddies
- GCSE English and literacy groups
- Maths support groups
- Exam skills mentor sessions
- Communication and Interaction:
  - BHISS ASC support
  - 1:1 ASC understanding and development
  - Sulp and social skills groups
  - Circle of Friends
  - Nurture groups at Mentor Time
- Social, Emotional and Mental Health:
  - Self regulation courses
  - 1:1 support sessions with TA for SEMH
  - Counselling and Primary Mental Health Worker (YMCA / BHISS)

When a student has an EHCP, their EHCP will dictate the level of support required by that student. The school will work with the LA to make sure their needs are met.

**Support in secondary school will look quite different to SEN/D support at primary due to the nature of the different settings and what suits students as they develop.**

Special Facility students attend mainstream lessons for at least 80% of their timetable. The remaining lessons are spent with a specialist, working on their literacy and dyslexia related needs.

### **SEND Intervention: The Focus Centre**

The Focus Centre is a venue where tailored SEMH intervention is undertaken for students who have identified SEMH needs. The aim is to identify the barriers that prevent them successfully learning in a mainstream environment in order to address these and equip the student with the strategies that will ensure they can be successful.

The curriculum is a combination of mainstream lessons (with some in-class support from the Inclusion team within these lessons) and tailored SEMH interventions. For some students, other interventions are also delivered to address any additional needs.

This intervention is managed by the Inclusion Manager, George Willett, who liaises with the SENCO in order to ensure the interventions are adapted effectively to meet the varied and specific special educational needs of all students who access this as most students have multiple needs.

### Identification, Monitoring and Reviewing of Students

This intervention sits in the graduated response SEND cycle of assess-plan-do-review and as such, a team of stakeholders meet to identify and review students including: The SENCO, Inclusion Manager, Head of Year, Primary mental Health Worker, Dash Workers, Counsellors, Designated Safeguarding Lead, Attendance Officer and Child in Need Worker.

## **5. How are students and parents involved?**

Parent evenings and regular reports are opportunities to communicate with staff about how the students are performing in school. Pastoral or faculty staff will contact parents if they are concerned about a student's progress or wellbeing and can be contacted if you have concerns.

We will always try to:

- Listen carefully to parent or student concerns
- Gather data and information from subject teachers and year group leaders
- Plan interventions or support with the student and parents as appropriate
- Review support that has been put in place

Parents are informed if their child is placed on the SENDIMS register. Regular discussion will take place to review to support in place, via parent evenings, reports, virtual / in person meetings and annual reviews (EHCP only). Parents are welcome to get in touch with the SENDCO or relevant key worker if there are any concerns or worries.

**If you are interested in getting involved in a parent forum, please get in touch with the school.**



## **6. External Agencies**

Longhill uses the Brighton and Hove Inclusion Support Service to provide access to Educational Psychologists and a number of specialist services.

Access to the BHISS EP and other services are organised by the Learning Support Faculty. These hours are limited and allocated by need.

We work with a number of external agencies to provide a higher level of support to our young people. We are currently working with:

- Brighton and Hove Inclusion Support Service
  - Education Psychologists
  - Literacy Support
  - Autism Support
  - Sensory needs support
  - Engagement support
  - Social Communication Resource
- SALT
- Primary Mental Health Worker
- Albion in the Community
- Russell Martin Foundation