



LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

Special Educational Needs / Disabilities (SEN/D) Policy

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Statutory Policy.

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Based on the Code of Practice.

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<p>This policy should be read in conjunction with the <i>SEN/D Information Report</i>.</p> <p>Other supporting documents:</p> <p>-<i>Curriculum Intent & Implementation Policy 2023-24</i></p> <p>-<i>Teaching Handbook 2023-24</i>.</p>	

1. Aims

Our SEN policy and information report aims to:

- Set out our school's support and provision for pupils with special educational needs and disabilities (SEN/D)
- Explain the roles and responsibilities of those involved in providing for pupils with SEN/D.

This policy aims to secure the best possible outcomes for pupils with SEN and disabilities. Longhill High School aims to provide an inclusive approach to education, supporting teachers to deliver high quality teaching that meets the needs of all pupils alongside targeted support and interventions where required.

We aim to raise the expectations and aspirations of all children with SEN and disabilities, using an outcome-based approach, focusing on integrated support.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Disability, under the Equality Act 2010, is identified as "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities". Day-to-day activities would include all activities relating to education and schooling.

Students have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the **majority** of the others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational, SEN or SEN/D 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.

EHCP stands for Education and Health Care Plan. EHCP students have been granted an EHCP by the local authority and require support above and beyond the notional budget.

K stands for SEN Support as defined by the 2014 Code of Practice. These students receive support that is additional from or different to the majority of others the same age. They require this support to be able to make appropriate levels of progress.

SENDSCO stands for Special Educational Needs and Disability Co-Ordinator.

4. Roles and responsibilities

4.1 The SENDSCO

The SENDSCO is David Grier. Their responsibilities are to:

- work with SLT, the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEN support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and
- ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- help to raise awareness of SEN issues at governing board meetings;
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- work with SLT and SENDSCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher

The Head teacher will:

- work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school; and
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class, including those with SEN/D through ‘Quality First Teaching’ and adhering to the Ten Teaching Non-negotiables which include strategies specifically for adapting the learning to meet SEN/D students’ needs;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working within faculty and year groups to review each pupil’s progress and development and decide on any changes to provision, including liaising with the Learning Support Faculty as necessary; and
- ensuring they follow this SEN/D policy.

5. SEN/D Provision

5.1 SEND at Longhill High School

Our school currently provides additional and/or different support for a range of needs within our mainstream provision, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties;
- cognition and learning, for example, dyslexia, dyspraxia;
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD); and
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Longhill has a special facility for students, focusing on dyslexia. This special facility has a small number of places, allocated by the local authority. It is staffed by a specialist teacher and managed by the SENDCO.

See *SEN/D Information Report* for additional information.

5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil’s current skills and levels of attainment on entry, through previous Key Stage data and additional assessments carried out in the student’s first term.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers;
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. This information will be shared with the relevant Head of Faculty or Head of Year.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Students will be supported within the department or year group in the first instance through reasonable adaptations to current provision. If a progress gap still exists, teachers or Heads of Year / Faculty can refer the student to the SENDCO.

The Learning Support Faculty will make further assessments to determine if the student has SEN/D. Using a data led and outcomes-based approach, we will determine the support that is needed and whether something different or additional is needed.

If a student is identified as needing something additional or different, they will be placed on the SEN register.

5.3 Involving pupils and parents

Where a student is identified as needing additional or different support, a discussion with the pupil and their parents will take place. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child; and
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's Provision Map profile.

We formally notify parents in writing if it is decided that a pupil will receive support that is additional to or different from the majority of students in the class and the student will be placed on the SEN/D register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess: When a student is identified by the class teacher, the class teacher or pastoral support team will carry out an analysis of the pupil's needs in their subject area, using an appropriate assessment tool. They may also draw on:

- The teacher's assessment and experience of the pupil;
- their previous progress and attainment or behaviour;
- the individual's development in comparison to their peers and national data;

- the pupil's own views;
- the input of the parent where appropriate

Plan: The class teacher plans an appropriate intervention to support that student. They may draw on expertise within their faculty or consult with the Learning Support Team as appropriate.

Do: The intervention is carried out over a set number of weeks.

Review: The student is re-assessed to determine whether the intervention was successful or needs adaptation.

If student progress does not improve, a referral can be made to Learning Support. The Learning Support team will assess a child using more specialist tools and identify their strengths and difficulties.

Pupil Passports

The Learning Support team will write a Pupil Passport of teaching strategies and identify any short-term provision that will be beneficial to the child. This will be reviewed using a tool appropriate to the intervention after a set amount of time. Parents will be notified of the intervention via letter or class charts. Class Charts will communicate applied provisions to staff. The Pupil Passport will communicate expected / required strategies to meet that child's needs.

6. Teaching pupils with SEN/D

Our aim is to support all young people, including those with SEN/D, to become independent and confident adults as we believe here at Longhill High School that “all teachers are teachers of special needs” (Code of Practice, 2014).

All support put in place is done with the agreement of the student and aims to empower them to work as independently as possible. Indeed, the Ten Teaching Non-negotiables which is the framework for every lesson taught here at Longhill High School centre around SEN/D teaching strategies.

See the *Curriculum Intent & Implementation Policy 2023-24* for additional information.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including SEN/D. Responsive, high-quality teaching is the first step in ensuring pupils who have SEN/D achieve in line with their peers. Class teachers are aware of SEN/D students in their classes and adapt the learning according to need, with support and advice from the Learning Support Faculty.

Heads of Faculty are responsible and accountable for the progress and development of all the students within their area, and for reporting concerns around SEN/D to the Learning Support Faculty.

Possible Additional Interventions

In addition to mainstream teaching, when assessment data demonstrates that students are not progressing in line with expectation **and** faculty/year group interventions have not been successful, the Learning Support Faculty will explore intervention options.

These intervention options may include:

- Mentor time interventions on a specific area of academic need
- Access to Learning Support staff in specific lessons
- Study skill and revision sessions for examination groups
- Anxiety and mental health related interventions
- Tailored programmes of support as needed such as SEMH interventions.

External Support

If interventions by the teacher and Learning Support Faculty do not improve a student's progress, external support services may be involved.

We currently work with:

- Brighton and Hove Inclusion Support Service where we have access to Speech & Language Therapists & Education Psychologists; and Literacy, Autism, Sensory needs, Engagement and Social Communication support;
- medical Needs Team (MNT) and Education Other than at School (EOTAS);
- primary Mental Health Worker;
- Albion in the Community; and other
- local Alternative Providers.

Resources

The Head teacher is responsible for the operational management of the budget for SEN provision. The SENCO is responsible for the faculty budget. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Transition

We share information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this and follow GDPR regulation carefully.

We run a supportive transition process for all SEN/D students. This includes working with local primary schools to support Y6/7 transition and local colleges at Y11. Support may include taster days, meeting with SENDCOs, visits to the school and induction activities. This process can be personalised as required for high needs students.

Evaluating the effectiveness of SEN/D provision

We evaluate the effectiveness of provision for pupils with SEN by:

- reviewing pupils' individual progress through faculty meetings and School Robins from staff;
- reviewing the impact of interventions after an identified period of time;
- using provision maps to measure progress;
- holding annual reviews for pupils with EHC plans

Equal Entitlement

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our residential trip(s) and participate in all activities with any reasonable adjustments made. Support to ensure that all SEN/D pupils are able to access residential trips is managed on an individual basis, depending on student need. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

7. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN/D tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions;
- provision of education and associated services; and/or
- making reasonable adjustments, including the provision of auxiliary aids and services.

8. Monitoring arrangements

This policy was written and compiled by the SENDCO. This policy will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

As previously mentioned, an information report to accompany this policy is available. The information report is written for all stakeholders and offers more detail about SEN/D at Longhill High School. It is written and compiled by the SENDCO.