LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

SEN/D Information Report

Last updated: 12.10.26 by Dave Grier, SENCO and Rachel Congreve, Deputy Head.

Statutory report.

Next review date: September 2027

This information report should be read alongside the SEND policy which can also be found on the school's website.

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1. What kind of SEND Do We Provide For? And Who Can I Contact?

As set out in the DfE's Code of Practice, Longhill High School has students with a variety of need, which are:

- Cognition and Learning: Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.
- Communication and Interaction: Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC).
- Social, Emotional or Mental Health (SEMH): Anxiety, ADHD, attachment needs, and emotional regulation challenges.
- Sensory and Physical: Visual Impairments (VI), Hearing Impairments (HI), Physical Disabilities, and Sensory Processing Needs.

In addition to mainstream provision of the school, we also have a special facility for students with Specific Learning Difficulties (SPLD) mainly 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 teaching and in-class interventions from a specialist dyslexia teacher, as well as support within mainstream lessons.

School Contacts

Dave Grier, SENDCo, qualifications include NASENCO and level 7 in Psychometric testing. Email: dgrier@longhill.org.uk

Rachel Congreve, Deputy Head, is the SLT LM for SEND. Email: rcongrev@longhill.org.uk

Alice Farnham and Lucinda Fish are the school SEND Governors.

2. How Do We Identify and Assess Pupils with SEND?

We follow a Graduated Approach using the Assess, Plan, Do, Review cycle as well as having universal provision which is set out below.

- Universal Assessment is undertaken by tracking academic progress for all students.
- Where necessary, we use standardized assessments for reading, phonics, baseline cognitive skills, and emotional wellbeing.
- Early Identification is the responsibility of both the class teachers as well as the SEND team, who monitor students who are making less than expected progress despite targeted High Quality Adaptive Teaching.
- We consult with parents/carers and the student to discuss concerns, gather background information, and agree on initial support strategies.
- If targeted support does not yield expected progress, we consult specialists (e.g., Educational Psychologists, Speech and Language Therapists) with parental consent.

3. How Do We Support and Adapt Teaching for Children with SEND?

Every teacher at Longhill High School is a teacher of SEND. Support is structured through three levels of provision:

High-Quality Adaptive Teaching (Universal)

- High expectations for all: Every student (including those with Special Educational Needs and Disabilities) work towards the same core goals rather than being set easier work or lowered expectations.
- Teachers anticipate common sticking points, learning barriers, and vocabulary gaps before the lesson starts.
- Teachers use ongoing formative assessment (such as hinge questions, mini-whiteboards, or questioning) to check understanding and adapt live during a lesson.
- Teachers provide temporary visual, verbal, or written support (such as live modelling, sentence stems, vocabulary banks or exemplar work) that is gradually removed as the student gains independence.
- Using structured approaches like "I do, we do, you do" (explicit demonstration, guided practice, and independent practice).

Targeted Interventions (Targeted)

- Morning routine designed to support students with their learning e.g. Start Right.
- Small-group handwriting, reading, writing, or maths interventions.
- Social skills groups.
- Precision teaching for core examination skills.

Specialist Provision (Specialised)

- 1:1 or small-group support guided by external agency advice.
- Individual Support Plans or Education, Health and Care Plans (EHCPs).
- Sensory breaks, reset room, and bespoke workspaces.

4. How Do We Evaluate the Effectiveness of Our Provision?

We evaluate the impact of SEND provision through:

- Termly progress reviews and tracking data analysis.
- Pre- and post-intervention assessments (e.g., measuring reading age growth).
- Regular discussions during Student Progress Meetings with class teachers and senior leaders.
- Annual reviews for students holding an Education, Health and Care Plan (EHCP).
- Feedback from parent/ carer consultation evenings, coffee mornings and student surveys.

5. How Are Parents and Students Involved in Their Child's Education?

We hold termly review meetings with parents of students on the SEND Register to set and review goals. Parents are invited to contribute to their child's Individual Learning Plan.

Children are active participants in setting their targets. We use *Pupil Passports* so pupils can express how they learn best, what their strengths are, and what support helps them feel comfortable.

In addition, coffee mornings are held with optional specialised training to develop a strong relationship between home and school.

6. How Do We Support Pupils' Overall Wellbeing and SEMH Needs?

We have dedicated pastoral and SEND support teams, including two trained ELSA staff (Emotional Literacy Support Assistant) to ensure that students are not only listened to, but are taught strategies in order to help them navigate their wellbeing and are able to self-regulate.

Our pastoral curriculum is delivered in an inclusive way so that students know how to keep safe and follow-up small group sessions from expert staff in the SEND team and Inclusion team are embedded to ensure there's additional time to seek clarification.

We maintain a zero-tolerance policy towards bullying: Specific awareness activities take place regularly to promote an in-depth understanding of neurodiversity.

We also have targeted provision of small group sessions targeting self-esteem, friendship building, and emotional regulation e.g. Zones of Regulation.

7. What Staff Training and Specialist Expertise Do We Have?

Our staff CPD centres around SEND awareness, including Autism and Speech & Language support strategies, Dyslexia-friendly classroom practices, and positive behaviour management. In addition, our teaching and learning framework along with our monitoring and development of classroom practice, focuses on adaptations for SEND.

Our SEND and Inclusion Teams have external qualifications covering all of the areas of SEND and examination arrangements. The SENDCO has NASENCO qualification and level 7 in Psychometric testing.

We also work directly with specialist services such as the below external agencies:

- Brighton & Hove Inclusion Support Service (BHISS)
- NHS Speech and Language Therapy (SALT)
- Occupational Therapy (OT) & Physiotherapy Services
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Advisory Teachers (Speech & Language, Autism)

8. How Accessible Is Our School Environment?

We have ramped access to all main entrance points and ground-floor classrooms are aligned with the entrance. We have lift access to all floors, disabled parking bays and accessible toilet facilities. Our Accessibility Plan is reviewed annually by the governing board.

9. How Do We Support Transitions Between Phases of Education?

Our primary to secondary transition provision includes: Induction visits from the Head of Year and SENDCo to all local primary schools, an induction day for students; induction evening for students and their parent/carer(s) and transition meetings between our SENDCo and primary schools.

Induction Day: This is a city-wide event meaning all Y6 students spend the day at their secondary school. This is where pupils meet new teachers including their form tutor, and explore their new classrooms in the year 7 zone before the start of the academic year.

Our transition to further education includes supporting students with accessing courses in terms of both the application process and visiting the college or sixth form.

10. How Do We Support Looked After Children (LAC) with SEND?

Our SENDCo works closely with the school's DSL (Designated Safeguarding Lead) to ensure that Personal Education Plans (PEPs) align with SEND Individual Learning Plans or EHCP targets, coordinating support alongside local authority social care teams.

11. What Should You Do If You Have a Concern or Complaint?

If you have concerns regarding your child's SEND provision:

Step 1: Arrange a meeting with the SENDCo by emailing dgrier@longhill.org.uk
Step 2: If concerns remain unresolved, consult the Deputy Headteacher by emailing: rcongrev@longhill.org.uk
Step 3: Formal complaints should follow the school's official Complaints Policy, available on our website.

12. The Local Authority Local Offer

For further information on the services, support, and activities available across the local authority for children and young people with SEND, please visit the Brighton & Hove Local Offer website: B&H Local Offer SEND