LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

Special Educational Needs and Disabilities (SEND) Policy

Policy Status: Statutory Document
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This SEND policy should be read alongside the SEND statutory report which can also be found on the school's website.

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1. Statutory Context & Vision

This policy complies with the statutory requirements laid out in the UK Department for Education (DfE) guidance and relevant legislation:

- *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (2015)
- *Children and Families Act 2014* (Part 3)
- *Equality Act 2010* (and Public Sector Equality Duty)
- *The Special Educational Needs and Disability Regulations* 2014
- *Joint Council for Qualifications (JCQ) Regulations regarding Access Arrangements and Reasonable Adjustments*

Inclusive Ethos

At Longhill High School, we are committed to providing an inclusive, barrier-free learning environment where every young person - regardless of baseline capabilities, physical needs, or socio-economic background - is supported to achieve their full academic and personal potential. We hold high ambitions for all students with SEND and are dedicated to ensuring their full integration into all aspects of secondary school life.

Four Broad Areas of Need

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.

2. Roles and Responsibilities

SEND provision is a whole-school collective responsibility: Leaders, subject teachers, and support teams collaborate across all departments. Below sets out the responsibilities of specific roles.

Governing Body:

- Monitor the effectiveness of SEND provision and allocation of SEND funding.
- Appoints a dedicated Link SEND Governor to liaise quarterly with the SENDCo.
- Ensure compliance with statutory accessibility and equality duties.

Headteacher & Senior Leadership Team (SLT):

- Provide strategic leadership, adequate resourcing, and line management for the SENDCo.
- Ensure SEND priorities are integrated into the School Improvement & Development Plan (SIDP).
- Oversee whole-school timetabling and staffing structures to support inclusion.

Special Educational Needs & Disabilities Coordinator (SENDCo)

- Maintains the school SEND Register and oversees the day-to-day operation of this policy.
- Coordinates targeted interventions, EHCP annual reviews, and specialist agency support.
- Liaises with primary feeder schools, post-16 providers, and external agencies.
- Provides guidance and continuous professional development (CPD) for teaching staff.

Heads of Faculty and Department (HoFs and HoDs)

- Ensure their subject curriculum is adaptively planned and accessible to all.
- Monitor the academic progress of SEND cohorts within their subjects.
- Standardise departmental access arrangements for subject-specific assessments.

Subject Teachers

- Hold primary accountability for the progress and development of all students in their classes.
- Implement adaptive teaching strategies based on the DfE's High-Quality Adaptive Teaching strategies and implement the Pupil Passports effectively.
- Deploy Teaching Assistants (TAs) effectively within the classroom setting.

Teaching Assistants (TAs):

- Deliver scaffolded in-class support and targeted, evidence-based interventions.
- Promote student independence and self-advocacy rather than over-dependence.
- Provide feedback on student progress to subject teachers and the SENDCo.

3. Identification, Assessment and Provision (The Graduated Approach)

Identifying a student's special educational need swiftly and accurately, is at the centre of our provision, and the data we use is set out below.

- Transition Data: Primary school profile transfer, Key Stage 2 SAT results, and Year 6 teacher handovers.
- Baseline Testing: CAT4 cognitive assessments, reading age assessments, and spelling tests conducted in Term 1 of Year 7.
- In-Year Tracking: Assessment data reviews, teacher referrals, and attendance/behaviour monitoring.
- External Consultation**:** Concerns raised directly by parents/carers or external clinical specialists.

The school publishes an annual Inclusion Strategy alongside the SEND policy to outline resource allocation and ensure subject teaching aligns with the DfE National Inclusion Standards. The below sets out the levels of support & provision.

Universal Provision

This is for all students, including those with mild learning needs and includes High-quality adaptive teaching baseline guided by national evidence-based resources.

- Subject-specific adaptive teaching (chunked tasks, visual aids, key vocabulary banks).
- Seating plans optimized for sensory or focus needs.
- Assistive technology integration (screen readers, word processors).

Targeted Provision

This is for all students requiring additional support beyond regular classroom adaptations.

- Targeted Support: School-based time-limited, structured interventions (e.g. Lexia Reading literacy or numeracy groups, social skills group, Start Right) and reasonable adjustments, documented via an Individual Support Plan.
- Targeted Plus Support**:** School-led intervention backed by direct access to local authority multi-agency specialists (e.g., Speech and Language Therapists, Educational Psychologists, Occupational Therapists).

Specialist Provision

This is for students with severe, complex, or long-term needs requiring high-needs funding.

- Statutory Education, Health and Care Plan (EHCP) managed in partnership with the Local Authority.
- Highly individualized curriculum pathways and dedicated 1:1 or small-group support.
- Direct involvement of Educational Psychologists, SALT, or Occupational Therapy.
- Formal Annual Review process following statutory timelines.

All students receiving Targeted or Targeted Plus support will have a statutory Individual Support Plan (ISP) co-produced with the student and their parents/carers, reviewed regularly to ensure targeted adaptations are active across all subject disciplines.

Where a student's needs exceed targeted support, the SENCo will coordinate access through the local authority 'Experts at Hand' framework, bringing external specialists directly into the school setting without requiring an EHCP assessment to unlock basic support.

4. Secondary-specific Considerations

Key Stage Transitions

- KS2 to KS3 Transition: Enhanced transition visits, summer school provision for vulnerable learners, and early baseline profiling.
- KS3 to KS4 Option Choices: Guided pathways consultation to ensure chosen GCSE/vocational courses match learning profiles and post-16 aspirations.
- Post-16 Transition: Detailed transition handovers sent to further education colleges, sixth forms, or apprenticeship providers.
- Practical Subjects Adaptation: Science, Physical Education, Design & Technology, and Art departments carry out subject-specific risk assessments and adapt physical machinery, equipment, and lab layouts to ensure safe, equal access.

Exam Access Arrangements

To ensure equality in formal assessments, the Learning Support Faculty collaborates closely with the Exams Officer to assess and submit EAAs in accordance with JCQ criteria.

- Screening: Initial screening takes place in Key Stage 3 (Year 9) to identify candidates requiring formal assessment.
- Formal Assessment: Conducted by a qualified Access Arrangements Assessor prior to the start of Key Stage 4 courses.
- Standard Working Practice: Arrangements (e.g., 25% extra time, word processor, reader, scribe, rest breaks) must reflect the candidate’s normal way of working in internal assessments and classroom tasks throughout KS3 and KS4.

Preparing for Adulthood (PfA)

1. Higher Education & Employment: Tailored careers advice (Gatsby Benchmarks), work experience placement adaptations, and supported visits to post-16 providers.
2. Independent Living: Life skills modules, money management, and travel training interventions where appropriate.
3. Participating in Society: Encouraging participation in extracurricular clubs, student voice forums, and community leadership roles.
4. Being as Healthy as Possible**:** Self-advocacy development, mental health support mechanisms, and transition planning to adult health services.

5. Working Together

We hold a statutory commitment to communicate with parents at least three times per academic year to review progress against ILP targets and update Student Passports.

Students actively contribute to their own Student Passports and participate in setting their individual targets.

We maintain strong multidisciplinary links with external agencies such as:

- Brighton and Hove Inclusion Support Service (BHISS)
- Educational Psychology Service (EPS)
- NHS Speech and Language Therapy (SALT) & Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Speech & Language Teams

6. The Curriculum

Students with SEND maintain full entitlement to a broad curriculum and non-academic enrichment activities (creative arts, sports, visits), supported by reasonable adjustments. Our *Inclusion Strategy* sets out more information on this.

7. The Complaint Process

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.

8. 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

9. Monitoring, Evaluation and Related Documents

The quality of our SEND provision is continuously monitored through regular learning walks, book scrutinies, student progress meetings, and parental feedback surveys.

This policy operates in conjunction with the following school policies:

- Annual *SEND Information Report*
- *Inclusion Strategy*
- *School Accessibility Plan*
- *Behaviour and Anti-Bullying Policy*
- *Supporting Pupils with Medical Conditions Policy*
- *Equality Objectives and Policy*
- *SEND* Governor's *Reports (termly)*