



**Longdon Hall
School**

SEND Policy and Information Report

Ratified by: Senior Leadership Team

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Person responsible for review: Jenny Illsley

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Contents

1. Introduction	3
2. Legislation and guidance	4
3. Definitions	4
4.Roles and responsibilities	4
4.1 The Special Educational Needs Coordinator (SENCO)	4
4.2 The Governing Board	5
4.3 The Headteacher	5
4.5 Class teachers.....	5
5. SEND Information Report	5
5.1 The kinds of SEN that are provided for	5
5.2 Assessing and reviewing pupils' progress towards outcomes	6
5.3 Supporting pupils moving between phases and preparing for adulthood	6
5.4 Our approach to teaching pupils with SEN.....	7
5.5 Adaptations to the curriculum and learning environment	7
5.6 Expertise and training of staff.....	8
5.7 Securing equipment and facilities.....	9
5.8 Evaluating the effectiveness of SEN provision.....	10
5.9 Enabling pupils with SEN to engage in activities outside the classroom	10
5.9 Support for improving emotional and social development.....	11
5.10 Working with other agencies	12
5.11 Complaints about SEN provision	13
6. Monitoring arrangements	13
7. Links with other policies	13

1. Introduction

Longdon Hall School is a special school for young people between the ages of 7-18 with Education, Health and Care (EHC) Plans that identify SEMH as their primary need.

Our school supports the need of all of our pupils and promotes the protection of their rights in accordance with the UNCRC (1992) with a particular focus on:

Best interests of the child – *the best interests of the child must be the top priority in all things that affect children (Article 3)*

Right to education – *every child has the right to an education (Article 28)*

Goals of education – *education must develop every child's personality, talents and abilities to the full (Article 29)*

Our school aims to:

- Provide an appropriate and high quality education for pupils with special education needs & disabilities (SEND)
- Be clear about the roles and responsibilities of everyone involved in supporting the education of our pupils

We believe that all our pupils have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

At Longdon Hall School, we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our pupils including developing and encouraging the understanding British Values. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways, which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs & Disabilities (SEND)
- Pupils who are looked after by the local authority (LAC)
- Pupils who have significant gaps in their education
- Pupils who are young carers and those who are in families under stress
- Pupils who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties that affect their learning, and we recognise that these may be long or short term.

At Longdon Hall School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts that enable every pupil to achieve their full potential.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory SEND guidance, 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 coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 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.

4. Roles and responsibilities

4.1 The Special Educational Needs Coordinator (SENCO)

The SENCO at Longdon Hall School is Mrs Jenny Illsley who can be contacted on jenny.illsley@longdonhallschool.co.uk

They will:

- Work with 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
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Governing Board

The Governing Board 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 the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

This list is not intended to be exhaustive.

5. SEND Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional provision for a range of needs, 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),
- Sensory and/or physical needs, for example, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.3 Supporting pupils moving between phases and preparing for adulthood

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process prospective parents can meet the Headteacher and see the school in action. Parents and carers can express a preference for Longdon Hall School and this is usually through close working partnership with placing officers working for the local authority. All places are decided at a LA panel comprising of Headteacher's, Educational Psychologists and Local Authority Officers.

At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual need. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

Careers Education and transition planning is an important part of the Annual Review process from Year 9 onwards. KS3 begin to develop ideas around specific interests tailoring their curriculum timetable around this. KS4 students embark on work experience and college placements to begin the transition to further education or work.

Vocational and Careers Guidance

Longdon Hall School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach.

In Key stage 4 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 pupils to actively apply for college placements, training schemes or jobs whilst in their final year. The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. Pupils in Year 10 and 11 have the opportunity to study vocational courses a local college each week, to familiarise themselves with a college setting. We work closely with other providers to ensure that the transition post 16 is as smooth as possible.

5.4 Our approach to teaching pupils with SEN

All pupils at Longdon Hall School have an Education Health and Care Plan. These documents outline the needs of each child and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the Education Health and Care Plan are broken down into smaller targets on the young person's Individual Learning Plan (ILP). Individual Learning Plans are drawn up each term by the child's Class Tutor. Targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their ILP targets. These are regularly reviewed and all evidence is recorded. We use continual teacher assessment to identify how well pupils are making progress academically, socially and in terms of identified behavioural needs. We use this information to tailor learning to work on any areas that need to be developed.

At Longdon Hall School, we work closely with other professionals wherever possible to ensure that all of the needs that are outlined on the Education Health and Care Plan are met.

Pupils have daily contact with their Class Tutor, this is the first point of contact for parents and carers through daily email or phone contact. The Directors, led by the Education Executive, have responsibility to ensure that all procedures and school systems are robust, and that policies are in place, and are working effectively.

5.5 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Differentiated Curriculum Provision

In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals

as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention given individual starting points.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupils previous rate of progress
- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the pupils behaviour

Targeted Intervention

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as needing extra provision:

1. Pupils, who have needs similar to other pupils but, with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Pupils whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice such as CAMHS, Medical Practitioners and other appropriate professional's.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher or a Teaching Assistant. The responsibility for planning for these pupils remains with the class teacher, in consultation with the SENCO.

Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process. Parents/carers and the pupil, will be informed and will be consulted about any further action.

5.6 Expertise and training of staff

All education staff receive a wide range of SEN specific training. As part of our on-going continued professional development program we have worked with and receive regular training from

professionals on a wide range of issues including anxiety and Autism; Autism, sensory needs and our environment; Autism, Safeguarding, ADHD, Attachment Disorders and other specific learning disorders.

The SENCO holds regular meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan along with In-Service training and individual professional development.

All staff has access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified. Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.

We also have a daily staff de-brief meeting for all staff where we discuss best approaches and strategies for meeting the needs of the pupils. We invite professionals such as Speech and Language Therapists and Education Psychologists to attend these meetings to share advice.

Designated Senior Staff receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1) refresher training every two years. All staff receive TEAM TEACH training and a large number hold first aid qualifications.

5.7 Securing equipment and facilities

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

At Longdon Hall School we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education. ICT at the School is guided by the following principles:

- All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the schools safety guidelines.
- ICT resources are planned and deployed effectively. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of all users.
- All of our classes are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals, including the therapy team, consultants and educational psychologists.

5.8 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews of EHC plans

5.9 Enabling pupils with SEN to engage in activities outside the classroom

Our off site visits are designed to enhance curricular and recreational opportunities for all of our pupils. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our off site education and work placements. This will involve working with each placement to make them aware of individual student needs and targets for the duration of the work placement and ensuring that those involved in teaching our pupils off site are also aware of specific SEN through observation of lessons. All visits and off site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

Outdoor Learning

It is our belief at Longdon Hall School that, when learning outside the classroom, our pupils attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. At Longdon Hall School we feel it is important to enable children to use the outside environment as a context for learning.

Forest Schools Curriculum

The Forest School curriculum is an innovative and inspiring approach to learning and development which offers our pupils opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences during regular visits to our onsite woodland area. Forest School provides opportunities for our pupils to grow in confidence, self-esteem and independence in special woodland setting, where they are supported in their development by qualified FS

Practitioners (we have 2 fully trained Forest School practitioners on the staff team). What makes Forest School distinct from other education approaches is its focus on repeat visits to the same woodland site, and focus on small achievable tasks to ensure that the experience is enabling. Sessions are flexible and user-led, and with a high leader-to-participant ratio individual learning styles can be fully supported. Pupils build up relationships with staff and with peers, exploration and play are encouraged, and teamwork and co-operation are nurtured. Pupils develop and nurture respect and responsibility for themselves, other people and the environment in a truly empowering experience, which is also exciting, healthy and fun.

The ethos of Forest School is based on a fundamental respect for young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in pupil's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle. In the sessions pupils are given appropriately challenging and achievable tasks that build their confidence, skills and independence, and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter and intrapersonal skills, which are well documented as being directly linked to learning skills.

Accessibility

Longdon Hall School is a single site school; the main school is built on three levels with stairs from ground floor to first and second floors. Entrance to the building is through the main lobby and there is a side entrance for pupil access, which if required, can both be fitted with a small ramp therefore suitable for wheelchair access. Classrooms are accessed by corridors; most ground floor classrooms can be modified for wheel chair access. There are currently clearly identified male and female toilets for pupils and adults.

We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains, and quiet areas).

Reserved parking for visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require. A number of the classrooms and other learning areas are wheelchair accessible as they are situated on the ground floor of the main building. Outside learning and recreational areas outside are also wheelchair accessible including the top lawn and outside playing area. Disabled visitors would be able to access the building through the side entrance (main pupil entrance) and also through the main front door. We have disabled toilets and disabled parking available.

5.9 Support for improving emotional and social development

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Speech and Language Therapy, Occupational Therapy,

Movement Therapy, Education Psychologist, CAMHS, Social Care, Connexions (or equivalent) and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and other training and advice whenever necessary.

We offer access to a number of interventions that focus on reducing anxiety and promoting positive self-esteem and body image, these specialist sessions are planned and led by our therapy team. We also work closely with Staffordshire Safeguarding Board around issues of sexual exploitation, staying safe, appropriate use of the internet and anti bullying.

We encourage pupils to use their student voice to raise any concerns or issues that they have through the School Council which meets regularly and brings any issues to the fore. Pupils are also involved in planning for their individual targets through IEPs, Annual Reviews and in selecting their individual learning targets.

The primary aim of the curriculum that is offered at Longdon Park is to maximise the personal development and well being of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The 2 areas of Education and Therapy work together in supporting the individual needs and well being of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

We have a zero tolerance approach to bullying.

5.10 Working with other agencies

All of our educational staff have undertaken specialist training and have access to a full professional development programme. All staff follow an in depth, tailored induction program when they join Longdon Hall School .

Many of our teachers have, in addition to their teaching qualifications, further qualifications in SEN including Post Graduate Certificates in autism, speech language and communication needs, behaviour needs and Dyslexia. Other than teachers on site we also have instructors, teaching assistants, behaviour support workers, therapists and learning support workers.

We also work closely with other agencies to meet pupils' needs including:

- Social Workers
- CAMHS professionals
- Professionals from the Autism Support Services
- Services for Children and Young People – Children's Social Work
- Education Welfare Service
- Pupil's GP
- Speech and Language Therapy
- Art Psychotherapy
- Music Therapy

- Education Psychologists

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance, who will try to resolve the situation. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format. They will investigate the complaint and respond within 15 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND 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
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 The local authority local offer

Our contribution to the local offer is:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=CKEx5FotCl0&localofferchannel=2-1-4>

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Jenny Illsley (SENCO) 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.

7. Links with other policies

This policy links with our policies on:

- Safeguarding and child protection
- Complaints procedure
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions