



LongfieldAcademy

SEND Information report

September 2023

Review Date: September 2024

A Williams

SEND Information Report 2023-24

At Longfield Academy, we value the abilities of all our students and strive to provide the best education to all our students so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every young person in our care, and to also provide a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to providing excellent provision for all students with SEND by implementing an ambitious and inclusive academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all students to be included in all aspects of academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools, must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Longfield Academy:

At Longfield Academy, we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met within our academy include: ADHD, anxiety, auditory processing disorder, autism, cerebral palsy, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, hearing impairment, Irlen syndrome, mental health needs and social skills difficulties.

2) Policies for identifying students with SEND and assessing their needs:

The academy follows the guidance contained in the Code of Practice 2014. This recommends a single assessment for students under the description of Additional Needs based on one or more of the four main areas of need as outlined in the Code of Practice 2014.

At Longfield Academy, we monitor the progress of all students multiple times a year to review their academic progress. We also use a range of assessments with all the students at various points, e.g. reading age.

Identification of students with additional needs will be determined in the following ways:

- Recommendation from primary school attended before joining Longfield Academy;
- Test results that provide standardised scores in reading, spelling, comprehension and writing;
- Key Stage 2 data and results;
- Teacher/parental/carer referral;
- Reports and recommendations from professional agencies;
- Regular assessment of progress by subject leaders;

- Curriculum learning walks and virtual google classroom reviews;
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014).

Where progress is not sufficient, even if a special educational need has not been identified, we put into place extra support to enable the pupil to catch up. Examples of extra support could include: interventions like ELSA, emotional literacy, social skills support, literacy, and numeracy support.

Despite high-quality teaching targeted at their areas of weakness, some students may continue to make inadequate progress. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Within Longfield Academy, we are experienced in using a range of assessment tools. We have access to external advisors who are able to use more detailed assessment tools including educational psychologists and a specialist teaching service via LIFT.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined/revised if necessary. At this point, we will have identified if the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource, but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with special educational needs. When any change in identification of SEND is made, parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

2a) The name and contact details of the SENDCO:

Alastair Williams is available on 01474 700700 or alastair.williams@longfieldacademy.org. Please contact the school to make an appointment. The Director of Learning (SEND) at Longfield Academy is Alastair Williams who is a qualified teacher and has been accredited by the National Award for SEND Coordination and also holds the following qualifications: BSC (hons), PGCE, CCET + AAC CPT3A.

Julie Mulholland (Coordinator of Learning, Spectrum Centre) Foundation Degree in working with young children, Lead Practitioner (SSAT), NVQ Level 3 Mental Health Care, Level 3 ELKAN. She can be contacted via email julie.mulholland@longfieldacademy.org Specialist Resource Provision Lead Teacher (Spectrum Centre).

Pam Hagon via email pam.hagon@longfieldacademy.org
SEN Administrator (Mon, Tue, Wed, Fri)

Please allow 48 hours for Longfield Academy to respond.

3) Arrangements for consulting parents of children with SEND and involving them in their child's education:

All parents of students at Longfield Academy are invited to discuss the progress of their

children during our parent evening events and receive a written report six times per year. In addition, we are happy to arrange meetings outside of these times.

If, following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs.

From this point onwards, the pupil will be identified as having special educational needs and, because a special educational provision is being made, the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

SEN Support (K code) & EHCP (E code) students should be seen three times a year as per the statutory requirements in the SEND Code of Practice 2014.

4) Arrangements for consulting students with SEN and involving them in their education:

When a pupil has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

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If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs.

From this point onwards, the pupil will be identified as having special educational needs and, because a special educational provision is being made, the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

SEN Support (K code) & EHCP (E code) students should be seen three times a year as per the statutory requirements in the SEND Code of Practice 2014.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

Longfield Academy will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with special educational needs and disabilities.

Every pupil in the school has their progress tracked. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc.

Students will be assessed and reviewed in the following ways:

- a) We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- b) Students identified as having special educational needs may be observed in lessons and discussions will be had with subject teachers to monitor progress across the year. Their MYP/GCSE assessment level scores will be tracked against their end of year targets and appropriate actions will be taken.
- c) Students identified as having special educational needs, at either EHCP or K code classification, will have a provision plan that clearly outlines outcomes, including their area of need, suggested strategies and targets to address these needs. Students will be part of creating this plan and it will be available to staff, parents/carers and students.
- d) Students identified as having special educational needs, at either EHCP or K code classification, will have a pupil passport. This is a collaborative tool designed with the student, home and school and is a way of sharing targeted information with teachers to ensure inclusion in all lessons.
- e) Students with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014. The student, parents/carers, key worker, SEN representative, any outside agencies working with the student, and a representative of the local authority, will be invited to attend.
- f) Regular reviews of intervention programmes will be carried out to monitor progress of students against their starting points and assess the impact of programmes, enabling interventions to be adapted where appropriate.
- g) Staff have access to specific CPD training and INSETs, including access to the National College and Chartered College of Teaching training modules, and regular SEND specific updates

6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

KS2 into KS3

At Longfield Academy, we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

There is a detailed, tiered transition programme depending on the needs of the students:

- There are open evenings and a taster day for all year 6 students who are transferring to Longfield Academy in year 7.
- There are more sessions organised for those students identified by the transition process, in consultation with primary school and other professionals.
- Students transferring to the specialist ASD provision (The Spectrum Centre) have a transition programme over six weeks in term six.
- There are also summer schools organised to support transition from primary to secondary.
- Longfield Academy will attend year 6 annual/in-year EHCP review meetings to assist in creation of a transition plan.
- The SENCo will give feedback to all staff on identified students, sharing pupil passports etc in sufficient time to assist teaching and planning.

KS3 into KS4

- Options evenings and booklets are made available to parents/carers and students;
- Collaborative discussions will take place with key SEN students and families as part of the options process. Meetings can be facilitated as needed.
- The SENCO will discuss with Heads of Colleges regarding suitability of SEN students for subjects at KS4 to ensure EHC needs are met. This may involve a non-EBAC route for a selected number of students.
- Pupil passports will be shared with new teachers of SEND students.
- Access arrangements will be reviewed and secured for the KS4 curriculum.

KS4 into KS5

- Transition plan is completed on a regular basis;
- Options evenings and booklets are made available to parents/carers and students;
- University visits are arranged for identified students;
- Travel Training is made available for identified students;
- Information is shared with colleges etc, as requested.

In Year admissions - Change of School Procedures

Parents/carers contact admissions at Longfield Academy

Information is forwarded to the new school;

The SENCO meets with parents/carers and appropriate staff from the previous school.

We also contribute information to a students' onward destination by providing information to the next setting.

7) The approach to teaching students with SEND:

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

Longfield Academy provides a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs.

Any approach to teaching and learning for pupils with SEND ensures curriculum narrowing does not take place.

Learning Support Assistants will be available to provide in class support on an individual or small group basis in order to support the learning of identified students.

8) How adaptations are made to the curriculum and the learning environment of students with SEND:

At Longfield Academy, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/Education, Health and Care Plans.

Longfield Academy moved into a brand new building in 2011. Accessibility was a major consideration as part of the planning process. The building meets all standards. It has disability toilets on each floor in each college, lift access to both floors and staff have had Evac-chair training. All rooms have signs on classroom and office doors to show the purpose of the room.

9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

All teachers and teaching assistants have had training in ASD awareness.

In addition, teachers and LSAs have relevant training if a need is identified

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Milestone Academy, Educational Psychologists and specialist teachers.

The SENCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability;

Experts are invited into the Academy to deliver training sessions to all staff on identified areas of Special Educational Needs and Disability.

10) Evaluating the effectiveness of the provision made for students with SEND:

Longfield Academy is dedicated to ensuring that it provides the highest level of service to students and parents/carers. It is constantly striving to improve the service it provides and this includes the SEND practices within the Academy.

In order to ensure the best possible service is given, the following evaluation processes are implemented:

- Regular meetings with the SEND link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body;
- Regular meetings with the Principal and Vice Principals to discuss and review SEND practices and policies;
- Completion of the Self Evaluation Form;
- Attendance of Special Educational Needs and Disability Coordinator cluster meetings to share best practice and discuss current innovations;
- Data analysis.

11) How students with SEND are enabled to engage in activities available with students in Longfield Academy who do not have SEND:

All clubs, trips and activities offered to students at Longfield Academy are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. The building is fully accessible which enables all students to participate in activities at the academy.

12) Support for improving emotional and social development:

A range of social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in these areas. These will be reviewed regularly.

Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMhs, SaLT, EPs, School Nurse, Early Help).

The SENCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans.

Identified students will have access to counselling and mentoring. Learning Support Assistants are trained in ELSA.

13) How Longfield Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families:

According to the Code of Practice 2014, the following must be adhered to:

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. Working together, these agencies can achieve far more for these children and young people than they can separately, more efficiently and often at a reduced cost. The local offer must set out the range of services available locally to children with SEND and the support that children, young people and families may access outside the local area.

Access to KCC LIFT process for access to specialist teaching and learning service
Educational Psychologists

Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN

The named SEND Governor is Mrs. Angela Veysey.

KCC provides a local offer which will detail further information on local authority / voluntary sector organisations that can support and meet a student's SEND needs and in turn support the family.

14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

The normal arrangements for the treatment of complaints at Longfield Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the student's tutor or subject teacher, Director of Learning (SEND), Assistant Head of College, Head of College or Principal to resolve the issue before making the complaint formal to Governance at Leigh Academies Trust.

If the complaint is not resolved after the governing body has considered it, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. The school cannot investigate complaints which fall within this category.