

Long Close School

SEN Information

Welcome to our SEN Information Report, which is a requirement, under the the SEND Code of Practice 0-25, 2015, for schools to publish.

At Long Close School we value all members of our community. We are dedicated to promoting the learning and achievement of all and all our staff have the highest possible expectations for all children. The information in this document has been produced in collaboration with the views of children, parents, carers, members of staff and our SEN Governor.

SEN Governor – Ros Vahey

Headteacher – Mr Brendan Pavey

Senior Managers responsible for SEN -

EYFS: Mrs Sarah Harris

Prep School: Ms Sarah Field

Senior School: Mr David McCarthy

Head of Learning Support – Ms Kim Wall

EYFS SENCo – Mrs Nina Bhamra

If you have concerns about your child's progress or well-being, please speak with their class teacher in the first instance. If they are unable to address your concerns they will direct you to the member of staff who will be best able to do this.

Our Approach to Teaching Children with SEN

At Long Close, we ensure that all the children in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEN which take into account our obligations in the current Code of Practice;
- We aim to offer a range of provision and interventions for children with SEND to help remove or reduce barriers to achievement;
- We have successful communication between teachers, children with SEN and their parents/carers;
- We have successful communication with other professionals and outside agencies;

- We acknowledge and pay due regard to parents' knowledge, ideas and observations in relation to their own child;
- We encourage children to take an active role in their review cycle, in line with their readiness and ability to do so;
- We are committed to developing the knowledge and skills of all staff to ensure all support is of high quality;
- We have an effective review cycle to monitor, plan and review the progress and development of the SEN children at our school;
- We ensure there is consideration of SEN & D across all areas of the wider curriculum;
- We ensure there is consideration for SEN & D across all aspects of teaching and learning.

Identifying Special Education Needs

At different times in their life, a child or young person may have a special educational need. This is defined in the SEND Code of Practice 0-25, 2015 as:

A child of compulsory school age or a young person has a learning difficulty or disability, if he or she:

- a) Has a significantly greater difficulty in learning to the majority of others of the same age
or*
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has special educational needs if he or she is likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children & Families ACT 2014).

If a child's progress is significantly slower than their peers, or fails to match their previous rate of progress, despite high quality teaching with differentiation targeted at specific areas of difficulty, then it may be that they have SEN difficulties. Information will be gathered from teachers, assessments and the parent/carers. There may be other reasons why the child is falling behind (such as English as a second language or extended absences from school), which will make the child vulnerable and in need of support. However, not all vulnerable children have SEN, only those with a difficulty affecting their learning will require special educational provision identified as SEN.

SEN Support

If a child is identified as having SEN, we will provide support that is '*additional to*' and '*different from*' the differentiated approaches normally provided as part of our high quality, personalised teaching, aimed at helping the child to overcome the barriers to their learning. This provision, together with all subsequent reviews and amendments, is set out in our SEN 'Concern' and 'Individual Provision Map' documentation.

When providing additional support we use a graduated approach which engages a four-stage continual cycle of:

Assess - this involves considering all the information gathered from discussions with parents/carers, the child, teachers and test/assessments.

Created: KW June 2016

Review: June 2017

Plan – this identifies the barriers to learning that the child is experiencing, the outcomes required from any support and details of the types of support that will be provided. This will be tailored to the child's needs and will target specific areas of difficulty. They could be classroom based, small group or 1:1 interventions. All details will be recorded on an SEN document and will form the basis for review meetings with parents/carers and staff.

Do – this involves providing the additional support, interventions and/or learning aids as set out in the plan. The impact will be closely monitored by the teacher and shared with the parents/carers.

Review – this involves measuring the impact of the additional provision and making changes where necessary. The child, parent/carers, teachers and Head of Learning Support all contribute to the review and the outcomes inform the next cycle. This may involve the need for advice and support from, or an assessment referral to, an outside agency, education professional, GP or other health professional, and may incur additional costs for the parents/carers of the child. As a result, the support provided to the child may then involve other specialists such as a Speech & Language therapist, Occupational therapist, counsellor, Paediatrician, specialist teacher or an Educational Psychologist.

The majority of children will have their needs met in this way, with the support being increased, decreased or completely withdrawn as they progress and/or learn strategies to overcome their difficulties. However some children may require an EHC (Education, Health & Care) assessment to determine whether the Local Authority needs to make provision for them under an EHC plan. The EHC plan annual reviews take into account the views of the child, parent/carers, and all other professionals involved with the child, and are in addition to the school provision reviews.

The interventions used will be those that have proven to be effective for most learners. A child's level of ability in an area of difficulty will be recorded prior to an intervention being put into place in order that their progress can be accurately measured and an outcome target set. On reviewing the provision, should progress be less than anticipated, alterations and amendments to the interventions will be made.

Accessibility

At Long Close School we offer an inclusive curriculum. We believe that all children are entitled to access to this curriculum, including extra-curricular activities, to promote their development, both emotionally and academically, and are committed to making reasonable adjustments to ensure this.

Please contact us if you have concerns about your child's access to our whole curriculum.

Transitions

We recognise that transition is an important time for all children, and this is especially so for children with SEN. We work closely with parent/carers, children and staff to ensure that all transitions from childhood into adulthood, whether that is moving to a new class; to/from another school or into employment, are as smooth as possible. We share, with the parent/carer's permission, information about the child's individual needs and difficulties with their new teachers and/or new schools. We participate in meetings with

previous or future schools and for children transferring into our school, we also offer visits and taster days prior to their start date.

Access Arrangements

A professional or specialist report is valid for 26 months, after which a continuation report or new assessment may be needed. Once in possession of a professional report, we are able to provide access arrangements for internal school examinations. In Key Stage 2 the school will process an application for access arrangements for an external exam being taken at the school, provided it is the child's normal way of working and there is strong evidence of use & effectiveness. However, if the exam is to be taken at an alternative location, the parent/carers will apply for an access arrangement directly, with support, if required, from the Head of Key Stage. In Key Stages 3 & 4, the school are responsible for completing the required documentation to apply for access arrangements (GCSE exams). All such applications must be supported by an up to date specialist/professional report, clear proof of 'normal way of working from year 9 with evidence of the effectiveness and details of standardised attainment scores.

Complaints

We have detailed procedures in place for dealing with any complaints that are accessible to staff, children and parents. We will work closely, where necessary, with locally available intervention support bodies to enable the early & satisfactory resolution of disagreements.

For information about our full complaints procedures, please refer to the ***Long Close School Compliments and Complaints Policy***.