

# Long Close School

## SEN Information - Website

Welcome to our SEN Information Report, which is a requirement, under the SEND Code of Practice 0-25, 2014 (Code of Practice 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. 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, guardians, members of staff and our SEN Governor.

SEN Governor – Danuta Tomasz

Headteacher – Ms Melissa McBride (Maternity Leave from 4<sup>th</sup> September 2018)

Interim Headteacher – Ms. Kamaldeep Nijjar

Senior Managers responsible for SEN -

- EYFS & Junior School: Mrs Sarah Harris
- Senior School: Mr David McCarthy

Head of Learning Support – Ms Kim Wall

EYFS SENCo – Mrs Paula Reynolds

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 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 SEND which take into account our obligations under the current Code of Practice and the General Data Protection Regulation 2016 (GDPR);
- We have successful communication between teachers, children with SEN and their parent/guardians;
- 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 focus on inclusive practices and removing barriers to learning, fully integrating each child with SEND or a medical condition into school life;
- We are committed to developing the knowledge and skills of all staff to ensure that all support is of high quality;
- We have an effective review cycle to monitor, plan and review the progress and development of the SEND children at our school;
- We ensure there is consideration of SEND across all areas of the wider curriculum;
- We ensure there is consideration for SEND across all aspects of teaching and learning.

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### Identifying Special Education Needs

At different times in their life, a child or young person may have a special educational need.

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’

(Code of Practice)

‘A child under compulsory school age has SEND if they are likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not provided for them.’

(Children & Families Act)

‘Difficulties related solely to limitations in English as an additional language are not SEN ‘

‘Slow progress and low attainment **do not necessarily** mean that a child has SEN however, may be an indicator.’

‘Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.’

(Code of Practice)

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 SEND difficulties. Information will be gathered from teachers, assessments and the parent/guardians. 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 SEND, only those with a difficulty affecting their learning will require special educational provision identified as SEND.

### Categorisation

We use a simple categorisation of children which helps provide a consistent and understood language:

#### **Wave 1 Universal Support**

It is our firm belief that children’s needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all children they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual children. We review the progress of all children at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers’ understanding of the needs of individual children they teach. In addition, we talk to children and their parents/guardians to gain as full an understanding of their learning needs as possible.

#### **Wave 2 Targeted Support**

We provide targeted support when we consider it appropriate to make additional short term special educational provision to help children catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.

### Wave 3 Specialist Support

We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for those children who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for children with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.

#### **Assessments or support from a specialist professional may incur additional costs to the parent/guardian.**

On identification of SEND, provision, together with all subsequent reviews and amendments, is included in our SEND 'Concern' and 'Individual Provision Map' documentation. The child's details are also entered onto the school SEND Register.

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 parent/guardian, the child, teachers and test/assessments.

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

**Review** – this involves measuring the impact of the additional provision and making changes where necessary. The child, parent/guardians, teachers and Head of Learning Support all contribute to the review and the outcomes inform the next cycle.

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 EHCP (Education, Health & Care Plan) assessment to determine whether the Local Authority needs to make provision for them. Once in place, EHCP annual reviews take into account the views of the child, parent/guardians, and all other professionals involved with the child, and are in addition to the school provision reviews.

#### Transitions

We recognise that transition can be challenging for many children, and this is especially so for children with SEND. We work closely with parent/guardians, 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 exchange effective and meaningful documentation about the child's individual needs and difficulties

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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.

### Exam Concessions

We will ensure exam concessions are given, where appropriate, in all internal exams and will apply for exam concessions for external exams being taken on the school premises. Parents/guardians are responsible for applications for exams being taken at an alternative setting. The school will support these applications should evidence of need be available to us.

The school is required to follow the exam board regulations when considering exam concessions. We are required to make 'reasonable adjustments' while ensuring that no child is given an 'unfair advantage'. There are many arrangements available to consider, most of which require evidence of a normal way of working within the school from the beginning of the course and many require additional diagnostic evidence, to allow the concession to be considered.

### Complaints

All complaints should be dealt with via the school's agreed Complaint Procedure. 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 Complaints Policy**.