



SEND Policy

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1. Aims

Our SEND policy and information report aims to:

- Set out how Longridge School will support and make provision for students with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

Longridge School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

2. Legislation and guidance

This policy and information report is based on the statutory [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 students with SEND 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
- The 2010 Equality Act

3. Definition of Special Educational Needs and Disabilities (SEND)

In accordance with the **Children and Families Act 2014**, the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)**, and the **Equality Act 2010**, a child or young person has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- Have a significantly greater difficulty in learning than many others of the same age; or
- Have a disability which prevents or hinders them 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.

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, maintained nursery schools, mainstream post-16 institutions, or relevant early years providers.

Definition of Disability

Under the **Equality Act 2010**, a person is considered to have a disability if they have a **physical or mental impairment** that has a **substantial** and **long-term adverse effect** on their ability to carry out normal day-to-day activities.

- **Substantial** means more than minor or trivial.
- **Long-term** means that the impairment has lasted, or is likely to last, for at least 12 months, or for the rest of the person's life.

A child or young person may be disabled under the Equality Act 2010 whether or not they have identified special educational needs. However, where a disability results in a learning difficulty that requires special educational provision, the child or young person will also be identified as having SEN.

The school will fulfil its duties under the Equality Act 2010 by making reasonable adjustments and taking positive steps to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the Head teacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans/IDPs (Wales)
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advice on the graduated approach to providing SEND support

- Advise on the deployment of the school's resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially local authority's and their support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options, and a smooth transition is planned
- Work with the Head teacher and Exams Officer to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEND up to date
- Manage the allocated SEND budget in liaison with the Head Teacher
- To be responsible for providing timely reports for the Board of Directors in particular relating to the progress of learners with an EHCP.

4.2 The Director with responsibility for the school

The Director will:

- Help to raise awareness of SEND issues at board meetings
- Monitor the quality and effectiveness of SEND and disability provision in discussion with the Head teacher and update the Proprietal board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class and where students are not making satisfactory progress, to liaise with the SENCO to ensure the application of whole school/individual strategies.
- Working closely with any teaching assistants, SENCo or specialist staff/professionals to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working collectively with the SENCO to review each learner's progress and development and support decisions on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The types of SEND that are provided for

Our school treats each learner as an individual, providing for their needs which may include:

- Communication and interaction, for example, autistic spectrum disorder
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attachment difficulties
- Sensory needs, hearing impairments, processing difficulties

5.2 Identifying Learners with SEND and Assessing Need

At **Longridge School**, the identification of Special Educational Needs and Disabilities (SEND) is an ongoing process that is underpinned by the principles outlined in the **SEND Code of Practice: 0 to 25 Years (2015)**. The school is committed to the early identification of need and to ensuring that learners receive appropriate support to enable them to achieve the best possible outcomes.

On entry to the school, baseline assessments are used to establish each learner's current levels of attainment, strengths, needs and barriers to learning. These assessments will draw upon information from previous educational settings, professionals, parents/carers and, where appropriate, the learner themselves.

All teachers are responsible and accountable for the progress and development of learners in their class. Progress is monitored regularly through ongoing assessment and review. A learner may be identified as requiring additional investigation where their progress:

- Is significantly slower than that of their peers who started from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between themselves and their peers; or
- Results in the attainment gap widening.

In line with the SEND Code of Practice, consideration will also be given to progress in areas beyond academic attainment, including communication and interaction, social, emotional and mental health needs, independence, personal development, and preparation for adulthood.

The school recognises that slow progress and low attainment do not, in themselves, indicate that a learner has SEND. Equally, attainment in line with age-related expectations does not necessarily mean that there is no learning difficulty or disability. When concerns arise, a wide range of evidence will be considered, including classroom observations, assessment data, attendance, behaviour, pastoral information, learner views, and parental/carers feedback.

Where a learner is identified as requiring provision that is additional to or different from that ordinarily available, the school will follow the graduated approach of **Assess, Plan, Do, Review (APDR)**. This process ensures that support is carefully planned, implemented, monitored and reviewed in partnership with the learner, their parents/carers and relevant professionals.

For learners presenting with more complex or persistent needs, advice and assessment may be sought from external specialists, including educational psychologists, speech and language therapists, occupational therapists, health professionals and other relevant agencies. Specialist involvement will be used to further inform assessment, provision planning and outcome setting.

When determining the nature and level of special educational provision required, the school will consider:

- The learner's identified strengths, needs and desired outcomes;
- The evidence relating to effective interventions and support strategies;
- Professional advice and recommendations;
- The views, wishes and aspirations of the learner and their parents/carers; and
- The extent to which provision can be effectively delivered within the learner's personalised curriculum.

As a specialist setting with small class sizes and a highly individualised approach to teaching and learning, many learners' needs can be met through adapted and personalised classroom practice. Consequently, one-to-one intervention or individual sessions will only be implemented where assessment indicates that this is the most appropriate and effective provision to meet the learner's identified needs and support progress towards agreed outcomes. For example access to ELSA sessions.

5.3 Consulting and involving learners and parents

Longridge School is committed to responding to the needs of each individual student. In doing so efforts will be made to liaise and communicate with relevant parties including social workers, the virtual school, careers and the care manager, parents and any other supportive adults to ensure that;

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We consider the social workers'/carers'/parents' concerns
- Everyone understands the agreed outcomes sought for the learner
- Everyone is clear on what the next steps are
- Notes of these early discussions will form part of their Individual Learning plan in line with the graduated response

5.4 Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teachers will work with the SENCo to develop an understanding of the learner's needs. This will draw on:

- The teacher and SENCo's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- The individual's development in comparison to national data
- The views and experience of carers/social workers/parents
- The learner's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the learner will be made aware of their needs through the Individual Learning plan, the outcomes sought, the support provided, and any

teaching strategies or approaches that are required. We will set timely review points for the effectiveness of the support and interventions and their impact on the learner's progress.

5.5 Supporting learners moving between phases and preparing for adulthood

We will share information with the school, college, or other settings the student is moving to (in line with data protection requirements). We will agree with social workers, parents and learners about which information will be shared as part of this. The school will always encourage learners to have appropriate aspirations, and we will have high expectations for our young people's futures.

5.6 Our approach to teaching learners with SEND

All our learners are learners with additional and often complex needs and as such they all receive an individualised school programme. Staff received training in trauma informed approaches, supporting neurodivergence and other SEND focused training and has experience of supporting children who, when overwhelmed or frustrated may display their communication through physical behaviours. Teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality learning (which takes place when students are continually aware of where they are now in their learning, where they can and where they need to get to and most importantly how best to get there) is our first step in responding to learners who have SEND. This will be differentiated for individual learners.

We can also provide the following one-to-one interventions:

- Spelling support
- Reading and comprehension support
- Numeracy support
- Dyslexia support
- Resiliency and emotional literacy support (ELSA)
- Social skills support

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching styles, appropriate content of the lesson, etc.
- Adapting our resources and staffing, including bespoke timetabling and provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, recordable devices etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or other appropriate content, reading instructions aloud, etc.
- Responding to any change in a student's health needs by consulting with health professionals and adjusting our provision accordingly

- Providing opportunities for skills to be embedded and consolidated across a range of settings, to ensure secure progress

Please also refer to the school's disability, equality and accessibility policy.

5.8 Additional support for learning

We build each learner's education programme to meet their individual needs and interests, which may include offering one-to-one tuition, social skills groups, catch up, additional specialist resources.

5.9 Expertise and training of staff

We constantly update staff skills in relation to SEND and all staff have received autism awareness training, Secure Base and trauma informed training, Makaton training, Intensive Interaction and Sensory Integration training and training around sensory processing differences, as well as reflective therapeutic intervention training (our de-escalation and physical intervention training programme) to support students with complex emotional and behavioural needs. The school is committed to providing ongoing SEND training to improve learning outcomes for our learners.

5.10 Securing equipment and facilities

Longridge School site is a small bespoke setting and as such we attempt to respond individually to each learner's needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress half termly using Bsquared and the AET progression framework
- Reviewing the impact of interventions after the agreed number of weeks, using the assess, plan, do, review cycle. Ensuring that reviews occur in a timely manner where interventions need adjusting or fine tuning.
- Using student questionnaires annually
- Monitoring by the SENCO
- Holding annual reviews for learners with EHC plans, and termly PEP for students who are looked after
- Asking for the student's views, if appropriate, to support learner metacognition.

5.13 Support for improving emotional and social development

Our school curriculum is designed to provide a range of additional experiences to help learners develop their emotional, personal and social skills.

5.14 Working with other agencies

Several of our learners are looked after young people; we work closely with a whole range of agencies in order that learners are fully supported. Foremost this means liaising regularly with social workers and attending LAC reviews. We also work with the various Local Authority Virtual

School representatives and Mental Health Services, LAC nurses and our New Reflexions therapy team.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of learners 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 or suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of learners with SEND

Parents should seek support from the services in their home area; the virtual school should be able to provide details or the Staffordshire Parent Partnership: <https://www.staffs-iass.org/home.aspx>

5.18 The local authority local offer

Our local authority's local offer is published here: [Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the Head teacher and SENCo every year. It will also be updated if any changes to the information are made during the year.

Last Reviewed	September 2026
Next Review due	September 2027
Reviewed by	Head teacher and SENCo