



# **SEND Information Report**

**September 2025**

## 1. Overview of Special Educational Needs and Disability (SEND)

At Longfield Academy we are committed to the equal inclusion of all pupils in all areas of academy life.

This report complies with section 69 of the Children and Families Act, 2014. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that all pupils are entitled to a quality of provision which will enable them to achieve their potential and improve their well-being through:

- being healthy
- staying safe
- enjoying and achieving all they do
- making a positive contribution
- and achieving economic well-being.

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils.

The Local Authority's Local Offer can be found at [Darlington's Local SEND Offer](#)

This site contains details of all the support offered to families by Darlington Borough Council. Additional support for parents / carers of pupils with a SEND is also provided by Darlington SEND Information Advice and Support Service at [SENDIASS](#). Further information about how Darlington Borough Council supports adults (including young adults) is also available at <https://www.darlington.gov.uk/health-and-social-care/adult><https://www.darlington.gov.uk/health-and-social-care/adult-services/services/>

## 2. Types of SEND

At Longfield Academy we have experience of supporting children and young people with a wide range of needs. SEND needs are categorised under four broad areas, these are:

- **Speech, Language and Communication Needs** - This area of need includes children with Autism Spectrum Disorder (ASD) and those with Speech, Language and Communication Needs
- **Cognition and Learning** - This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Mental Health and Emotional Difficulties** - This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. Social, Emotional and Mental Health Difficulties includes pupils whose ability to learn and manage is affected by these difficulties which may be due to trauma they have experienced in their lives, how they are feeling at a certain period in their lives that they need support with, Attention deficit disorder (ADD) or Attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or Physical Difficulties** - This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The academy uses a range of methods to identify these needs including the use of diagnostic/planning tools, work scrutiny, direct observation etc. Sometimes it may be that there is no specific need, just a gap in learning. Depending on the outcome of diagnostics on a pupil, a range of steps may be taken to provide support. Some pupils with more complex SEND needs may also be supported by the PLC area.

**If you feel your child may have a SEND you can contact the school and request a meeting to discuss your concerns. Please either phone Mrs Griffiths (SENCO) on 01325 380815 or email [dgriffiths@longfield.nalp.org.uk](mailto:dgriffiths@longfield.nalp.org.uk)**

## 3. Graduated Response

The Graduated Approach is a four-part process of:

## **Assess**

Assessing the pupil's special educational needs and gaining a better understanding of the barriers to a pupil's learning through working in partnership with the pupil, parents / carers and other professionals. This may also include observing a pupil in lessons and looking at their work, appropriate assessments as well as discussions with teaching and support staff.

## **Plan**

Planning involves working together to remove their barriers to learning and identify the outcomes a pupil is working towards and the provision required to achieve these, this may include group work, support in a classroom or 1:1 support. A pupil's Year Manager will work with pupils, parents / carers and the SEND team to set targets and put intervention in place so all views are taken into account when the plan is put in place. Assessments will also help inform stakeholders about their child and their needs.

## **Do**

Targeted provision is put in place to allow the pupil to successfully meet their outcomes.

## **Review**

Progress is reviewed regularly with the pupil, parents / carers, teaching and support staff as well as other professionals where appropriate. Provision and outcomes are amended as required.

In some cases, a pupil may no longer require additional provision - or they may need more extensive support. Where a pupil's difficulties are severe and they do not make the expected progress, despite a range of interventions; an Education, Health and Care Plan may be considered.

## **4. Our Provision and Intervention**

SEND Support, which means they have been identified by the SENCO/Assistant SENCO as needing some extra specialist support in the academy, from a professional outside the academy. Specialist groups run either by or in conjunction with outside agencies for example Speech and Language therapy, Occupational therapy, and/or Individual support for your child. This may be from:

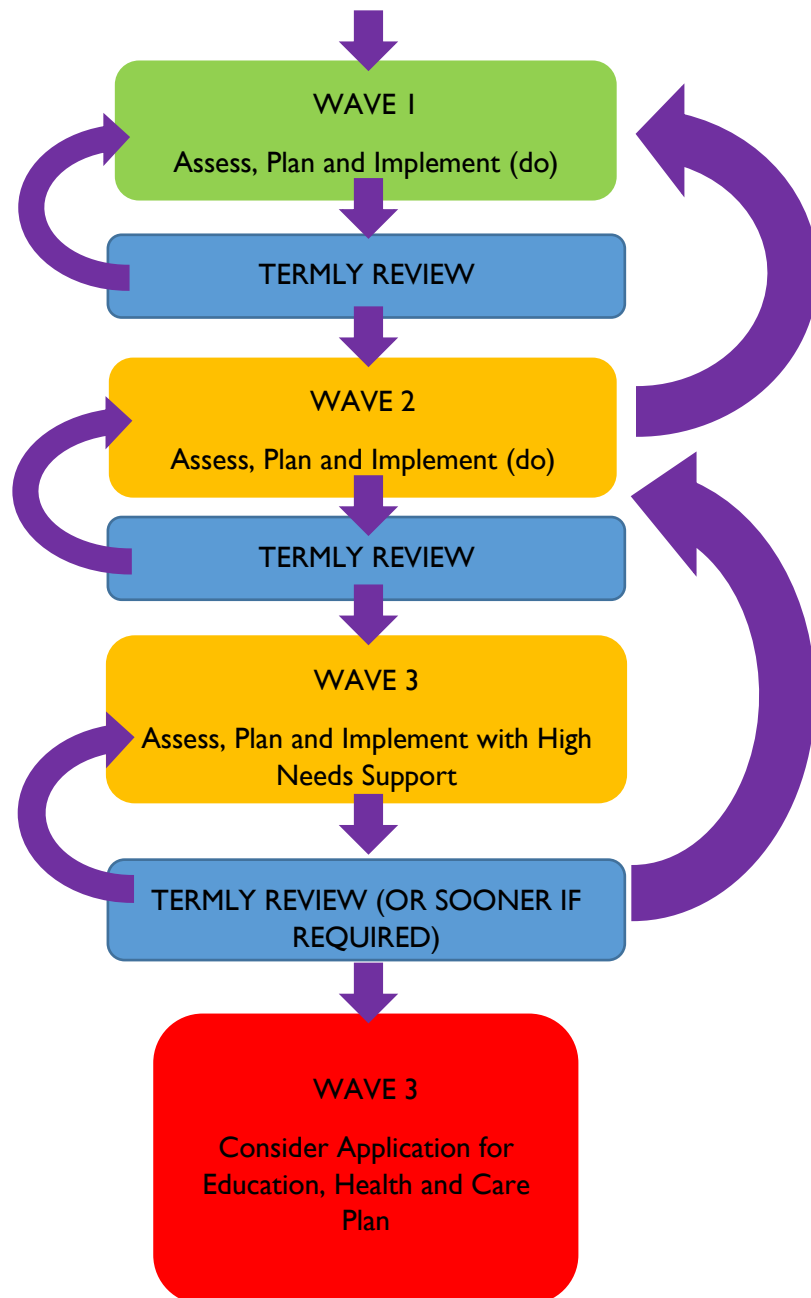
- Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service
- Specialist TAs support either 1:1 or in groups inside the academy.

Pupils will be identified as having a Special Educational need via the results of a range of tests carried out in the academy, or as a result of advice received from professionals outside of the academy. Pupil's will be added to the register following detailed discussions with the whole SEND Team. The type of test used depends on the possible SEN/D in question.

### **What would this mean for your child? Who can get this?**

- Your child will have been identified by the class teacher or one of the SEND team (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and contribute to a SEND Passport and/ or an Individual Learning Plan (ILP)
- You may be asked to give your permission for the academy to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the academy and yourself understand your child's particular needs better and be able to support them better in the academy
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: -
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - A group run by academy staff e.g. a social skills group
  - A group or individual work with an outside professional.

## SEND Graduate Approach at Longfield Academy



### 5. Curriculum and Support

#### Access to a broad and balanced curriculum

All pupils follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupil needs. At times modifications to the curriculum

may be implemented. To successfully match pupil ability to the curriculum, Longfield Academy continues to be committed to support pupils via:

- A wide range of teaching and learning styles
- Accessible materials (both for reinforcement and extension)
- Access to ICT
- Additional in class support
- Additional out of class support
- Flexible groupings (including small group work)
- An innovative and supportive curriculum
- The appropriate use of rewards and sanctions
- Mentoring and counselling
- A broad range of extra-curricular activities, including homework club
- Assessment procedures that emphasise pupils' strengths and achievements, with clear advice given to learners about what they need to do in order to progress
- Key Stage 4 courses which are relevant to all pupils' needs
- Applications to examination boards to obtain access arrangements as appropriate.

A copy of the academy's Accessibility Policy can be found by on the academy website. All pupils with SEND have full access to the same opportunities as other pupils. The academy will ensure that support is available to enable this to happen, although consideration will be given if and when any health and safety issues arise. We believe that this is vital for the development of all pupils promotes tolerance of and respect for others. It is vital that pupils value the contribution others make to society, and this helps them understand how they can support and enhance the community in which the live. We believe that we need to ensure that no barriers exist which would serve to segregate any groups of pupils and work hard to provide an environment in which all can feel safe, secure and thrive within.

### **Quality First Teaching (Wave 1)**

#### **What would this mean for your child?**

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class;
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand;

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- Monitoring by staff in order to gauge their level of learning and possible difficulties
- Providing accessible learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- The SEND team will be consulted as needed for support and advice and may wish to observe the pupil in class

## **Wave 2 –SEND Support**

- This recognises pupils who are identified as requiring additional and different help, beyond that of the regular differentiated curriculum. Class/subject teachers collaborate with the SENCO on evidence gathering and identification. Once the SEN team has been notified, they will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria

If a pupil has recently been removed from the SEND register, they may also fall into this category, as continued monitoring will be necessary.

Under the Wave 2 status, the academy puts additional provision in place for example a small intervention group focussing on an area of difficulty as well as the following

- A SEN support plan will be drawn up detailing outcomes and provision required. Provision is monitored at least 3 times per year, evaluated and, if necessary, adjusted.
- Parents / carers will be informed of any concerns and the academy action-taking place. Parents / carers are encouraged to share information and knowledge with the academy
- Each pupil has a key worker, a member of the SEND team, who meets with the pupil and provides extra support
- Pupil timetables are constantly reviewed so that support is best placed to meet pupils' needs
- Teaching Assistants work 1:1 with pupils or in small groups, they may support pupils both academically and pastorally, acting as mentors where needed
- Teaching Assistants may lead interventions to support a pupil's identified need



- Exam access arrangements are put in place for all pupils who require them and will reflect their normal way of working in the classroom. This occurs for assessments, mocks and GCSE exams at Key Stage 4
- Pupils may need access to specific resources such as overlays, which are provided where appropriate or laptops or computer readers and scribes where needed.
- The academy uses off white paper in order to make all resources accessible.

### **Personalised Learning Centre Provision**

The PLC is a suite of three rooms that supports a variety of needs. The suite comprises of a Learning Base, a SEND Base (including regulation room) and an Emotional and Wellbeing Base. SEND pupils may receive support in all or one room over the year.

- Laptops are available within the PLC provision and in each subject area to support pupils who have difficulties with handwriting
- The PLC offers a space for those pupils who may need to access a quieter area during social time, as well as those who may need to take some time out of lessons during difficult periods of their life.

Pupils will only be placed on the SEND register once the need is confirmed. Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil's needs and progress being made.

There may also be a need to ask for external advice or additional resources provided by the Local Authority.

### **Wave 3 - SEN Support/ EHCP**

- When a pupil has been identified as having SEND and steps have been taken for provision Under Wave 2 SEN support plan, but the pupil has not progressed as expected, the academy will consider taking steps under Wave 3 SEND support

- Costed Provision Maps detail a pupil's outcomes and the provision in place for EHCP pupils
- Pupils may have access to the Personalised Learning Centre for more specific support based on need (eg Future Steps support);
- Following the academy's previous assessment under Wave 2, where appropriate external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points will be made and follow up conversations and assessments if more support and advice is needed
- The academy will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents / carers regarding progress. The academy may investigate applying for an Education, Health and Care Plan
- External input can involve support and intervention, for example through specialist teaching or therapy. The academy will coordinate this and, with the external professionals, monitor, review and evaluate the effectiveness of interventions
- Bespoke intervention and timetables developed around the individual's needs
- An EHCP will be drawn up detailing outcomes and provision required. Provision is monitored at least 3 times per year, evaluated and, if necessary, adjusted. In terms of EHCP pupils one of these will be their annual review.

Schools receive funding to specifically support pupils with Special Educational Needs and/or Disabilities. Within the academy this is used in a variety of ways, including reducing class sizes, providing TA support, providing a specialist SEND area (the PLC), and resources such as a designated computer facility. It also funds places for pupils at Alternative Provision. Provision for pupils with an Education, Health and Care Plan is costed to ensure that an individual pupil's outcomes can be fully met and the appropriate personalised support put in place to best meet the pupil's needs.

### **How will the teaching be adapted for my child with learning needs (SEND)?**

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met

- All teachers will have access to an Individual Learning Plan (ILP) through Arbor and a Do 1-2-3 (Differentiated Overview) programme to ensure Quality First Teaching can be delivered effectively.
- Support staff will support with your child's learning in the classroom
- Specific resources and strategies will be used to support your child individually and in groups based upon the pupil passports drawn up by SEND staff
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her teachers, tutor and Heads of Subject at least three times per year via data collection
- His/her progress is reviewed formally every term
- Children at school support will have a support plan which will be reviewed three times a year
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education
- The SENCO and Assistant SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

## **6. Staffing**

### **Expertise and training of staff**

The teaching and learning requirements of all children with SEND is primarily the responsibility of the class teacher with support from their curriculum area (inclusive Quality First Teaching). This reflects the principle that SEND is a whole school issue and a recognised aspect of all curriculum planning. All staff at Longfield Academy are expected to teach pupils with SEND. There is also a specialist SEN Team which includes:

**Mrs Diane Griffiths** is the SENCO (Special Educational Needs Co-Ordinator) and oversees Special Educational Needs and Disability (SEND) provision within the academy.

Our SENCO, Mrs Diane Griffiths has 4 years of experience in this role and has worked as Assistant Principal for 14 years and oversees SEND in the academy.

**Mr Jonny Griffith** is the Assistant SENCO and he develops and monitors a wide range of intervention to support pupils, either academically or with their specific SEND needs. Mr Griffith has a vast range of experience in working with pupils with SEN in a variety of settings. Mr Griffith has no timetabled lessons so he can be fully dedicated to the SEND provision across the academy.

**Ms Victoria Mattless is our Lead for Wave 1, 2 and 3 strategies.** She supports the team with developing consistency in the application Quality First Teaching in the classroom, Access Arrangements and supporting pupils attending Alternative Provision. She is a qualified and experienced SENCO and holds a Postgraduate Award of Proficiency in Assessment for Access Arrangements. This allows her to identify what support needs to be provided to allow all pupils, regardless of need, to fully access learning and ultimately their GCSE examinations.

**Mrs Angela Sweeten, Headteacher**

The SEND team also includes three Teaching Assistants and a literacy coordinator who focusses on wave 2 and 3 literacy intervention. The SEND Teaching Assistants (TA) may support individual pupils for the majority of their timetable or within certain subject areas. Staff develop strong relationships with the SEND pupils they work with. They may help pupils with accessing work in lessons, withdraw them for small group work or provide 1:1 support. The SEND support staff also support pupils who are having emotional difficulties to deal with any issues that arise, where adjustments are needed to help the pupil manage.

Members of the SEND team both teaching and support staff have received training in the following areas:

- Autism Spectrum Disorders
- Speech, Language and Communication difficulties-staff have access to Speech and Language therapists for further advice
- Future Steps Occupational therapy
- Mindfulness
- Restorative Justice

- Visual Impairment adjustments and programmes
- Literacy – Lexia and accelerated reader
- **Docs Plus**
- GL Exact LUCID/Dyslexia screening for literacy difficulties
- First Aid
- Attachment disorder training
- Counselling
- Lego Therapy.

In addition to this we have the following intervention packages, which are used as appropriate

- Zones of Regulation (Regulation management)

We use specialist staff for:

- Future Steps Occupational therapy programmes
- Assessing specific pupils' needs for example CAMHS, Educational Psychologists.

## **7. Assessment**

Pupil Assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Pupil assessments provide important information for pupil review and support meetings and may also be used as a basis for an initial referral to the SEND team. The team may also use assessments for example GL Exact/LUCID to further assess a pupil's Special Educational Needs. The academy reviews assessment data at three points across the year to ascertain the success of interventions put in place and is constantly seeking new ways to ensure progress by pupils who have a SEND. The academy will review the provision made to pupils to ensure that action is suited to need. If a given provision is not meeting the needs of pupils, then we will attempt to assess why this is the case and then seek a new solution/provision. For example, a certain provision may upon review not be suited to an individual's learning style and so an alternative method of seeking progress will need to be found. It is important to note that not all pupils referred to the SEND team will be SEND pupils; any support and guidance given may be short, medium or long term.

## **How have we made this school accessible to children with SEN? (including after school clubs etc.)**

- We ensure that equipment used is accessible to all children regardless of their needs
- We provide support with homework and reading at lunchtime, before and after school
- Key words and literacy resources are used across the school to support learning on each learning journey slide
- Appropriate transport will be provided to allow access to the full range of enrichment opportunities available to all our pupils.

## **8. Governance**

The Local Governing Body has oversight of SEND provision within the academy. They hold the SENCO to account and come into the academy to observe practice.

## **9. Transition Points (including Primary to Secondary, Secondary to Post 16)**

- The SEND team meet with the Year 6 teachers, Primary SENCOs and/or Head teachers in the Summer Term prior to transfer
- The local Authority will consult with the academy for those pupils who have an Education, Health and Care Plan to ensure the academy can fully meet the pupils' needs prior to their admission
- Open Evenings allow parent / carers and pupils to visit the academy and speak to staff
- Staff may attend Year 6 reviews or transition meetings at Primary schools
- Pupils take part in transition activities, where they can meet staff from the SEND Team and/ or take part in activities within the PLC area
- Support staff support pupils during Transition days/ activities, so they become familiar with pupils
- Extra visits (enhanced transition) can be arranged for SEND pupils to visit the school, both during the day and after school, enabling them to ask questions about any concerns, create scrapbooks of the academy, using maps for orientation as well as meeting key staff
- Opportunities provided for parent / carers to meet with members of the SEND team.

## **Key Stage 3 to Key Stage 4**

The SEND team attend Options Evening and Parents' Evening and can discuss possible option choices:

- A pupil's timetable may be adapted where required to best meet their needs
- Pupils may access English and Maths Tutors to access extra personalised support with English and maths
- SEND pupils in Year 9 are given 1:1 independent careers interviews, specifically to help them with the options process and separate meetings held with parent / carers where needed.

## **Secondary to Post 16**

- Pupils receive a variety of careers activities throughout Key Stage 3 and 4 which help to prepare them for post 16 choices
- 1:1 careers interviews for all SEN pupils with an impartial independent advisor
- Discussions at meetings about pupils' interests and careers choices
- Support staff work with pupils on developing life skills
- Support from SEND Casework at Annual reviews of pupils with an Education, Health and Care Plan
- Additional visits offered to colleges, so pupils are familiar with surroundings and key staff,
- Transition meeting with Local college staff.

## **10. Parent Partnerships**

All parent / carers are actively encouraged to be involved in their children's education and are invited into the academy when decisions are required to ensure their child is receiving the appropriate level of support to meet their individual needs. If the academy feels that a pupil needs to escalate through the SEND systems in the academy, parent / carers will be invited into the academy to discuss fully their child's needs so an agreed plan can be initiated as required. Whatever the stage a pupil is in, parents / carers will be encouraged to be full partners in all decisions made to help support their child, enabling them to progress towards the agreed outcomes.

From time to time, you may have questions about your child's needs and the level of support that is required for your child to make relevant progress. We hope that together we can alleviate concerns and work together to make sure each child gets the best education they can. A positive and supportive relationship with parent / carer is one of our most powerful resources and has a significant impact upon pupil progress. To these ends we are never further than a phone call away, and we always aim to respond to queries within 24 working hours.

If you have concerns about your child's progress you should speak to your child's teacher or Head of Year initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant SENCO. If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO. All complaints by parent / carer are treated seriously and investigated fully. Please see the Complaints Policy on the NALP website.

The Local Authority's Local Offer can be found at [Darlington's Local SEND Offer](#)

This site contains details of all the support offered to families by Darlington Borough Council. Additional support for parent / carer of pupils with a SEND is also provided by Durham SEND Information Advice and Support Service at [SENDIASS](#).

## **What do we do?**

- Meetings with parents / carers or family meetings can be arranged
- Multi-Agency Meetings can be arranged. This allows us to bring a range of agencies including specialist teachers to deliver information to help with your child's education. This also allows the opportunity for parents / carers to work together, with their child, and be shown how to use resources at home
- Invite parents / carers to come and talk about any concerns they or the academy may have
- We hold reviews three times per year for all pupils on SEND Support Plans / EHCPs where parents / carers and pupils are invited to discussions with the SEND team to talk about their progress. During these discussions the pupil's progress across all curriculum areas will be reviewed, as well as other aspects of their progress such as social



development, behaviour, attendance and pastoral care. The data will be measured against National Averages, with support being planned for the year ahead to ensure that any gaps identified can be bridged

- At the annual review, pupils and their parents / carers will be able to share their thoughts and will be fully consulted, as partners, on the level of support and type of provision the pupil has been/will be provided. There will be no surprises following an annual review and a copy of all relevant information, including fully costed provision maps, will be made available to parents / carers and pupils as required. Parents / carers and pupils will also be informed of any developments within the academy offer / LA's Local Offer at the annual review and their feedback will be recorded and sent to the SENCO where a central record will be maintained
- The SENCO will review all feedback when updating the Local Offer (usually completed every Summer Term). The SENCO will ensure that information within the academy offer, as displayed on the school's website, is kept up to date and is appropriate to ensuring that the school meets the needs of all pupils.

### **How does this help?**

Positive parent partnerships offer an opportunity for parents / carers to discuss issues about their children and their education, and any problems that may be encountered throughout their educational lifetime. It strengthens links between home and academy and builds confidence in making sure the needs of your child are at the centre of all the work we do.

### **What support do we have for you as a parent of child with a SEN?**

- We would like you to talk to your child's teachers and Year Manager / Heads of Year regularly so we know what they are doing at home, and we can tell you about what we are doing in the academy. We hope this will make sure that we are doing similar things to support your child both at home and in the academy and can share what is working in both places
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Assistant SENCO or SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child

- School support plans will be reviewed with your child and any updates will be sent to you
- Homework will be adjusted as needed to your child's individual needs.

## **11. Preparing for Adult Life**

All of our pupils follow an appropriate curriculum ensuring that we meet individual needs. We provide all our young people with the space and attention they need to develop confidence, as well as helping them form a sense of ownership over their work and own development and progression. Pupils are encouraged and visits facilitated to further education providers to ensure pupils are successful in their future studies. One of our main aims is to ensure our SEND pupils seek and gain independence for their adult life.

## **12. Pupil Voice/Consultation**

The views of pupils with a SEND will be taken at all reviews, including annual reviews. This is in addition to whole Academy pupil voice which is collected as required.

The SENCO Team respond to pupils' views daily, on an informal basis. Some pupils spend considerable time working with members of the TA and extended team, who meet daily and ensure that pupils' needs are being met. This includes pupils attending the PLC whose needs often require a prompt response. Pupil voice indicates that pupils are confident in expressing their views/concerns and feel that staff will take them seriously and help them as required.

## **13. Applying for a Place at Longfield Academy**

We are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities. We would ask parents / carers to discuss the identified needs with the academy prior to starting so that appropriate intervention and support can be planned and implemented. Advice from Darlington Borough Council or other agencies may be requested to ensure the academy can meet any needs appropriately.

## **Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEND**

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new placement. Please continue to complete Darlington Borough Council's parental preference form, as part of the admission process to a new school. You will continue to have a right to request a particular academy or school, and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Applications for Longfield Academy must be made via Darlington Borough Council's parental preference form:

<https://www.darlington.gov.uk/education-and-learning/school-years/admissions/>

In regard to SEN, any member of staff, parent, or outside agency can speak to the SEN Team regarding a pupil at Longfield Academy. Staff can be contacted on the academy number: 01325 380816 or through the school email address:  
[enquiries@longfield.nalp.org.uk](mailto:enquiries@longfield.nalp.org.uk)

Mrs Griffiths, SENCO can be contacted directly at [dgriffiths@longfield.nalp.org.uk](mailto:dgriffiths@longfield.nalp.org.uk) to discuss our SEN provision in the academy.

Mr Griffith, Assistant SENCO, can be contacted directly at [jgriffith@longfield.nalp.org.uk](mailto:jgriffith@longfield.nalp.org.uk) to enquire about support available across the curriculum for your child.

Ms Mattless, Wave 1,2 and 3 lead, can be contacted directly at [VMattless@longfield.nalp.org.uk](mailto:VMattless@longfield.nalp.org.uk) to enquire about wave 1,2 and 3 support or Access Arrangements.

Mrs Sweeten, Headteacher can be contacted directly at [asweeten@longfield.nalp.org.uk](mailto:asweeten@longfield.nalp.org.uk)

## **Strategy**

To ensure progress against the objectives outlined in the SEND Information Report, there is a SEND Policy into Practice document that details the procedures for implementation. This document can be requested directly from the academy. Our procedures are reviewed annually and adjusted regularly to reflect current practice and new legislation and guidance.

## **Annual Review of this SEND Information Report**

The SENCO reviewed this SEND Information Report in September 2025.

The language of the SEND Information Report was updated to ensure it was consistent with the Code of Practice.