



## **SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

<b>Approving Body:</b>	<b>Standards Committee</b>
<b>Review Cycle:</b>	<b>1 year</b>
<b>Date Reviewed:</b>	<b>September 2025</b>
<b>Date of Next Review:</b>	<b>October 2026</b>

**This policy should be read in conjunction with the SEND Information Report**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has 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:

- A) have a significantly greater difficulty in learning than the majority of others of the same age
- B) 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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

Information is available on the Darlington website. The Darlington SEND Local Offer website is available by clicking on this link - [Darlington SEND Local Offer](#)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Darlington that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes

information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Special Educational Needs Key Personnel in School**

To speak to any of the key personnel in school please contact school directly on 01325 380815

Mrs Diane Griffiths, SENCo: [dgriffiths@longfield.nalp.org.uk](mailto:dgriffiths@longfield.nalp.org.uk)

Mr Jonny Griffith - Assistant SENCO: [jgriffith@longfield.nalp.org.uk](mailto:jgriffith@longfield.nalp.org.uk)

Ms Victoria Mattless – Lead for Wave 1, 2 & 3: [vmattless@longfield.nalp.org.uk](mailto:vmattless@longfield.nalp.org.uk)

Mrs Angela Sweeten, Headteacher – [asweeten@longfield.nalp.org.uk](mailto:asweeten@longfield.nalp.org.uk)

Mrs Lisa Morehead – SEN Governor: [enquiries@longfield.nalp.org.uk](mailto:enquiries@longfield.nalp.org.uk)

Email addressed – “FAO Parent Governor – Mrs Lisa Morehead”

### **Definitions of Special Educational Needs, Disability and Inclusion**

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years [Jan 2015] defines children and young people as having special educational needs if they have a learning difficulty or disability that calls for special educational provision for him or her.

#### **A child has a learning difficulty or disability if he or she:**

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

For children aged two or more, 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 by relevant early years providers.

### **Disabled Children and Young People**

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as ‘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’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

## **Provision to Meet the Needs of Children and Young People with SEND**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

## **Equality and Inclusion**

Longfield Academy is an inclusive school and supports children with a wide range of SEND. The school has a duty under the Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination and to promote equality of opportunity and foster good relations. The school is aware of its statutory responsibility under the Disability Act, 2001 to consider the accessibility of the school for disabled pupils.

The school has accessibility plans in place and considers access to all parts of the curriculum, for all pupils, with or without a disability. Improvements to the physical environment of the school and the allocation of physical aids to access education will be considered on an individual pupil basis. Parents / carers can contact the school at any time to discuss concerns.

## **Aims of the SEND Team**

The support team aims to assist pupils with all aspects of their learning and development. We appreciate that not all successes are academic, and we strive to ensure that nurture is coupled with independence and support to develop strategies to equip our learners to manage the demands associated with aspiration and with reaching their personal goals.

This policy builds upon Longfield's core values and ethos. Longfield promotes inclusion and challenges discrimination. Pupils of all ability levels and backgrounds are entitled and shall receive provision suitable for their individual learning and welfare requirements.

This policy reflects the SEND Code of Practice, 0-25 guidance 2015.

Longfield Academy aims to:

- Support pupils to remove barriers to their learning to enable them to access the broad and balanced curriculum provided within the school
- Collaborate effectively with feeder primary schools to identify and assess the needs of pupils in preparation for transition
- Work with pupils and their families to offer the best education support package to optimise opportunities for success

- Provide support and a learning environment for pupils when access to timetabled lesson is not appropriate
- Co-ordinate opportunities to seek advice and assessments from outside agencies when appropriate\*
- Co-ordinate provision from outside agencies when appropriate based upon presenting need or advice from outside agencies
- Allocate support for pupils appropriately to maximise the impact for the pupil holistically by promoting pupils to develop and utilise the skills required to access the curriculum in all areas
- Support pupils and their families in requests for EHC Plan assessment requests where it is felt that the pupil needs would be better met with this level of statutory support
- Improve attendance in school for pupils with a special educational need
- Support pupils in returning to school following periods of trauma or illness where a phased reintegration is felt to be beneficial
- Provide accurate information to aid subject specific additional learning requirements
- Provide accurate and current training to school staff to ensure that additional learning needs are catered to as part of quality first teaching in every classroom
- Keep accurate and up to date records of pupils additional learning needs and to ensure that school staff have access to relevant information to enable them to cater to the needs of their pupils
- To provide guidance to staff to help them to employ appropriate strategies to provide the optimum learning experience for all pupils
- To advise staff about the allocation and use of resources and employment of appropriate teaching strategies to maximise the potential for the pupils in their care
- Practice in accordance with the school equality and access policies
- Ensure that school uses its best endeavours to support children with SEND, enabling them to engage in the activities of the school alongside pupils who do not have SEND
- Ensure that parents / carers of pupils with an additional need are kept informed of their child's progress and attainment
- Ensure that identification of pupil needs happens as early as possible
- To prepare pupils with special educational needs to make a successful transition into adulthood through the development of strong links with employers, further and higher education and training providers

\*NB: Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Family Support Workers, Social Communication Outreach Team. Darlington Network for SENCOs

## **Our Vision**

Our vision is to provide pupils with the tools to be able to access an excellent all-round education. We strive to build self-esteem, confidence, social skills and interaction techniques to help our pupils to mature into confident and independent citizens with high aspirations and self-belief.

High quality inclusive teaching of all pupils in a class (Quality first teaching) is at the heart of our vision for the learning experience that pupils deserve and should expect. The support team aims to enable pupils to access this expertise from subject teachers

and will always aim to facilitate access to the timetabled curriculum lessons. In monitoring the levels of support for every pupil we use a graduated tier approach and response, with all support being recognised in one of three tiers.

**Wave One** includes all blanket measures available to all pupils. It is generally provided by the systems in place in school and Quality First Teaching including adaptations to overcome barriers to learning and in class support strategies as appropriate.

**Wave Two (SEN K)** is subject or resource support – provided to groups of pupils where the need arises.

**Wave Three (EHCP and High Needs SEN K)** is specific and bespoke support for individual pupils targeted to remove specific barriers of learning for identified individuals, including those with an EHCP. The graduated response is continuously assessed and modified as appropriate and, in some cases, specialist services are employed to enhance the support packages available. As a team we work with pupils and their parents / carers to ensure that the most appropriate services are utilised. We then co-ordinate the assessments, the implementation of interventions and the reviews of the impact of the services.

In some circumstances it may be necessary to apply for a statutory SEND document for the pupil that will ensure provision is secured until age 25. In these circumstances we will support families and will seek advice from the SEND team for Darlington and will request assessment for an Education, Health and Care Plan. The support for the pupil may still be provided by Longfield – or in some cases, a specialist provision may be deemed appropriate in meeting some or all of the needs of the pupil. In these cases, we would work closely with the pupil and family to ensure that an ideal provision or placement or is found and that any transitions are as smooth and successful as possible.

## **Admission Arrangements**

Longfield strives to be a fully inclusive school. On entry to the school the pupils with SEND will be placed on the SEND Register and their progress and support will be reviewed throughout the year. The admission arrangements for all pupils are in accordance with the national legislation, including the Equality Act, 2010. This includes children with any level of SEND support (K), those with Education, Health and Care Plans and children with any disability or medical condition.

## **Support within the School Environment**

Some pupils require support strategies to enable them to manage in a large mainstream secondary school. These can vary depending upon need – below are some of the support provisions available to our pupils.

### The PLC (Personalised Learning Centre)

We are proud to have a designated learning space – The PLC.

This is a suite of rooms including a regulation room, a sensory room, an SEMH support base, a SEN support base and a Head of Year support room. This quiet space is used during lesson time for small intervention group teaching, one to one sessions and for

some, private study where appropriate. After school the pupils are welcome to complete homework or revision as part of a scheduled staff led session or independently if preferred.

During social times the PLC provides a structured and safe environment for pupils who may struggle with busy areas of the school to socialise, to play board games, complete homework or read – in some circumstances we limit the use during social times to homework only.

### Pupil Passes

The Assistant SENCO organises the use of pupil passes for SEND pupils with parents / carers and year leaders. This could be a regulation, early leave from lesson or toilet pass (with supporting medical evidence). Pupils and staff are reminded of their use as appropriate.

### Emotional Wellbeing

At Longfield we are fortunate to have an on-site Emotional Wellbeing Officer who coordinates work from CAMHS, the School Nurse, Psychological Wellbeing practitioners and other well-being therapeutic support packages, as well as being the school counsellor. They offer individual and group therapeutic programs as well as re-engagement initiatives with outside agencies.

### Supporting Pupils

All Year Leaders have additional welfare and support responsibility. They can offer / arrange group and individual intervention in specialist areas as required. They may be present in some lessons to support pupils directly and/or ensure conditions for an optimum learning environment as part of our duty manager team. We continuously monitor the need for and allocation of this support, and target this where we feel the most positive impact can be made.

We have a team of Teaching Assistants that support small groups and individual pupils as necessary. They are coordinated by the SENCO.

### Reading

An ability to read is an essential life skill – a love of reading is a gift. Pupils are regularly tested for their reading age and those in the lowest 20% and lowest 5% of their year group are offered support packages aimed at providing them with the opportunity to develop the skills essential to be able to access written literature of many types. We have a designated librarian who offers reading support and is Phonics trained.

### Examinations Support

Pupils in Key stage 3 and 4 can be assessed for specific exam access arrangements. Lucid has been recently introduced and it is proposed that all children are screened to assess any missed literacy-based barriers to learning. This supports the implementation of additional resources which forms best working practice for a child with SEND.

If it is felt that this is beneficial to the pupil, we will ensure that other assessments will adhere to this support strategy. This allows us to build a picture of need which can be used as evidence when applying to JCQ for official external qualification assessment support entitlement.

### Allocation of Resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. The SENCO will ensure that relevant information is collected and presented to the local authority to aid the appropriate allocation of resources through the 'Ranges' system adopted by Darlington Local Authority.

It is the responsibility of the SENCO, Senior Leadership Team and Governors to agree how the allocation of resources is used. Once we have an understanding of the needs of a pupil we aim to adhere to advice from external agencies and the advice from EHC Plans as best as possible.

### **Identification of Pupil Needs**

Pupils may already have identified additional needs before joining Longfield Academy. As part of our transition package, we meet with key staff at feeder schools to gather information about needs and strategies – so that as much support can already be in place for the pupil during the transition period and upon entry to school.

During their time at Longfield a pupil may be identified as having a possible need by any member of staff, a family member or the pupil themselves. Further information will then be gathered by the SENCO; the concerns will be discussed at the weekly pastoral meeting and possible referrals will be made to appropriate outside support agencies for more targeted assessments and or diagnosis. Parents / carers will be informed of any such investigations; their views and observations form a valuable source of information.

If it is established that a pupil has a special educational need - the need or needs will be categorised into one (or more) of four broad areas of need as specified by the Code of Practice (SEND Code of Practice 2015, page 85).

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health Difficulties
- 4) Sensory and/or physical needs

### **A Graduated Approach:**

#### **Quality First Teaching**

It is the expectation that all teachers are teachers of SEND, in accordance with the SEND Code of Practice p.99; 6.36 and 6.37



We are committed to ensuring that all teachers have the highest possible expectations of all pupils in their class. We aim to do this through regularly training staff on adaptive teaching/accessibility and collaborative planning to address need. This will ensure that all teaching is based on building on what children already know, can do and can understand.

All teachers need to identify and monitor the progress of any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries. QFT is based around all staff gauging the level of learning and possible difficulties and then providing adapted and accessible learning opportunities to aid academic progression. Teachers are expected to modify their teaching styles and support to aid better understanding of all pupils.

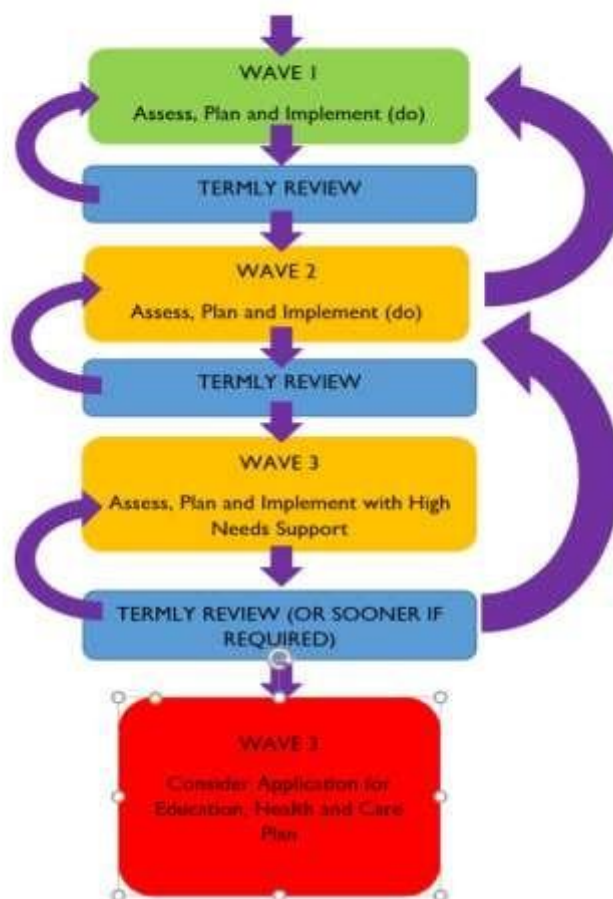
The SENCo and support team will become involved when the needs of a child are global rather than specific to one area of the curriculum. They should be consulted as needed for support and guidance.

Once a pupil has been identified as possibly having SEND, they will be closely monitored by all staff in order to gauge their level of learning and possible barriers that they are experiencing.

Through class teacher knowledge and knowledge that the Support Team can offer, it can be determined which level of provision the child will need going forward. A child may well then benefit from Wave 2 support. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

It will always be our intention that parents / carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school

Regular academic reports and Parents' Evenings are used to monitor and assess the progress being made by children



## SEND Support – Wave 2

Where it is determined that a pupil does have a need the parents / carers will be formally advised of this and the appropriate information will be added to the SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- 1) Assess
- 2) Plan
- 3) Do
- 4) Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess

This involves clear analysis of the pupil's needs, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the pupil and their family. Where relevant, advice from external support services will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing

and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents / carers.

## **Plan**

Planning involves consultation between the teacher, SENCO and parents / carers to agree the adjustments, interventions and support that are required; the impact that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All staff working with the pupil will be informed of their individual needs via the SEND Register, through Arbor and the Individual Learning Plan (ILP), and where appropriate through a staff briefing at the start of CPD. They will also be made aware of the support that is being provided, any particular teaching strategies / approaches that should be employed and the outcomes that are being sought.

Support staff who support pupils with SEND are expected to liaise with teachers and make themselves fully aware of lessons and objectives set for these pupils. They are there to support the pupils and the teacher in the most appropriate manner, whether this is individual support of a pupil, small group work or whole class team teaching.

## **Do**

The class teachers remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO and Assistant SENCO.

## **Review**

Review opportunities will be made on a termly basis, in line with the SEND Code of Practice. The review process will evaluate the impact and quality of the support and interventions and necessary amendments will be made in consultation with parents / carers and the pupil. Staff will be informed of any updates to the support package for each pupil as appropriate.

Throughout the year, there are a number of review opportunities including the school cycle of formal Parents' Evenings (which are attended by the SENCO and Assistant SENCO). The following list illustrates further opportunities where the SENCO and Assistant SENCO utilise the opportunity to review the support provisions for pupils with their parents / carers:

- Multi-agency meetings
- Looked after children review meetings
- Reintegration meetings
- Outside agency meetings

- Telephone discussion
- One Plan / EHC Plan Review meetings
- Transition planning meeting with career guidance officer

## **Referral for an Education, Health and Care Plan**

In some cases, it is felt that despite the application of the graduated response the needs of the pupil are not able to be fully met and it may be that an Education Health and Care Plan needs to be in place. If school feels that this is the case a request for assessment for this must be made to the Local Authority. This request may come from parents / carers or school.

The application for an Education, Health and Care Plan need assessment will combine information from a variety of sources including:

- Parents / carers
- Teachers
- SENCO
- Social Care Teams
- Health Care Teams

Following the submission of information to support the 'EHC Plan Need Assessment' a decision will be made by a panel of professionals from Education, Health and Care sectors whether to initiate the assessment request. Parents / carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Where the decision to initiate the assessment occurs more information may be requested by professionals and family involved and a decision will be made.

Following Statutory Assessment, an EHC Plan will be provided by Darlington Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents / carers will be involved developing and producing the plan.

Parents / carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents / carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **In Service Training**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO and Assistant SENCO attend relevant SEN courses and Darlington SEN Network meetings, and any relevant SEN focused external training opportunities. The SENCO delivers SEN focussed CPD sessions for all staff to ensure that there is an

understanding of current ideas, needs and strategies. New advice and information about pupils are disseminated formally to all staff through regular updates at weekly briefings and additional information is added weekly to the staff newsletter. An informative 'DO 1-2-3' document that includes new ideas, strategies, guidance and a list of high tariff SEN students, is issued annually and updated once a term.

### **Working in Partnerships with Parents / Carers**

We believe that a close working relationship between school and home is the key to the success of the pupil. Displaying a close collaboration with the needs and wellbeing of the pupil at the heart, we can give the pupil confidence that they are valued and that we will be doing everything possible to meet their needs. It is important that your child sees our relationship and the decision-making processes, as a positive experience where their views and opinions are valued and that their ultimate success is the driving force of the collaboration.

### **Complaints Procedure**

If a parent / carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made via enquiries who will signpost to the most appropriate person. The complaints process is also on our website but a conversation about the issues first, is more helpful to all parties.

Further information to help with any SEND issues including advice about EHC Plans can found via the SEND Local Offer:

- Click to open the [Darlington Local SEND Offer](#)
- or by speaking to the Darlington Local Authority SEN Team on: 01325 380651
- or by contacting Helen Daly SEND Advisory at the Darlington Information Advice and Support Service (IASS): North Lodge, Central House, Gladstone Street, Darlington, DL36UX. Tel: 01325 405878.