



**Longridge High School**

## SEND Local (Longridge) Offer

**2026-2027**

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## SEND Local (Longridge) Offer

|     |                                                                      |   |
|-----|----------------------------------------------------------------------|---|
| 1   | SEND Local (Longridge) Offer 2026 / 2027 .....                       | 1 |
| 2.  | Who is included on the SEND register at Longridge High School? ..... | 1 |
| 3.  | Criteria used for SEND support .....                                 | 2 |
| 4.  | Criteria for SEND Watch List .....                                   | 3 |
| 5.  | SEND Pupil Passports, provision mapping and reviews .....            | 3 |
| 6.  | Exam Access Arrangements.....                                        | 4 |
| 7.  | Parental and Clinical Agency requests for information .....          | 4 |
| 8.  | Reviewing and Evaluating Outcomes .....                              | 4 |
| 9.  | Health (including Emotional Health and Wellbeing) .....              | 5 |
| 10. | Communication with Parents and Carers .....                          | 5 |
| 11. | Appendix.....                                                        | 7 |

# 1 SEND Local (Longridge) Offer 2026 / 2027

- 1.1 Special educational needs and disabilities (SEND) can affect a pupil's ability to learn. Longridge High School is committed to ensuring all children can achieve their potential, including those with SEND.

#This local Offer is written in compliance with and in consideration of:

- 1.1.1 the SEND Code of Practice (2014)
- 1.1.2 the Lancashire SEND Toolkit
- 1.1.3 the school's own SEND policy and Information Report
- 1.2 The SEN Code of Practice (2014) states:
  - 1.2.1 A pupil has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.
  - 1.2.2 A pupil has a learning need or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from accessing all aspects of their education.
- 1.3 There are the four SEND categories of need
  - 1.3.1 Communication and Interaction
  - 1.3.2 Cognition and Learning
  - 1.3.3 Social, Emotional and Mental Health difficulties
  - 1.3.4 Physical and/or Sensory Needs
- 1.4 Longridge High School uses a number of sub-categories of need for the purposes of identification, type of intervention (support), monitoring and reviewing.
- 1.5 These include: specific learning difficulty; moderate learning difficulty; autistic spectrum condition (ASC); speech, language and communication; social, emotional and mental health (SEMH).

## 2. Who is included on the SEND register at Longridge High School?

- 2.1 Your child will be included on the SEND register if:
- 2.1.1 They already have an Education, Health and Care Plan (EHCP) from primary school

- 2.1.2 They have come from primary school already at SEND support level
- 2.1.3 They have been identified through baseline testing and assessment
- 2.1.4 They have been referred by staff using the pupil concern referral system
- 2.1.5 There is external assessment which indicates a need for additional support
- 2.2 If the learning needs of your child can be addressed through what the Code of Practice refers to as universal support, it may not be necessary to include them on the SEND register. Universal support is delivered via Quality First Teaching from the subject teachers making reasonable adjustments in learning.
- 2.3 If your child requires a higher level of targeted or specialist support they will be included on the SEND register and will have access to a range of targeted interventions such as shared and one-to-one support within the classroom environment.

### 3. Criteria used for SEND support

- 3.1 For SEND categories such as Cognition & Learning or Physical & Sensory, assessments will be used such as:
  - 3.1.1 CAT tests (Y7)
  - 3.1.2 Standardised tests (reading)
  - 3.1.3 Baseline testing by curriculum areas (departments)
  - 3.1.4 Cognitive assessments eg. Working memory and dyslexia screening tests (DST)
- 3.2 Physical and sensory needs may come with the diagnosis of a medical condition, allowing school to identify barriers to learning and determine SEND register status.
- 3.3 For Communication & Interaction and Social, Emotional and Mental Health needs, the decision on whether to include a child on the SEND register may be more subjective, and will be done on a case-by-case basis. SEND register status will be determined based on:
  - 3.3.1 Impact of interventions
  - 3.3.2 Professional judgement
  - 3.3.3 Input from class teachers
  - 3.3.4 Input from pastoral colleagues

- 3.3.5 Consideration of pupils' needs
- 3.3.6 Prior data (if available)
- 3.3.7 Primary school information
- 3.3.8 Observed experience of the child
- 3.4 A period of review will be used to determine which children are included on the SEND register.

## 4. Criteria for SEND Watch List

- 4.1 Pupils who do not meet the criteria for being placed on the SEND register may be monitored using the SEND Watch list. SEND pupils who make significant progress, where appropriate, can go on to the Watch list, as well as pupils not currently SEND but who are waiting specialist or diagnostic assessment. This is a means of monitoring pupils the outcome of which will result in:
  - 4.1.1 Keeping them on the Watch List
  - 4.1.2 Placing them on the SEND register with increased targeted support
  - 4.1.3 Removing them from the Watch list if universal support is sufficient
- 4.2 A review can be held at any time if staff or parental concerns are raised.

## 5. SEND Pupil Passports, provision mapping and reviews

- 5.1 All pupils on the SEND register have a pupil passport which contains:
  - 5.1.1 A description of needs
  - 5.1.2 Strategies and adaptations
  - 5.1.3 Pupil and parent voice
- 5.2 At Longridge SEND Pupil Passports are generated by Edukey 'Provision Maps'. These provide information on the child's learning, medical or SEMH needs. Strategies used to support the child appear on the SEND Pupil Passport and provide advice and interventions for staff. Passports will be reviewed with the pupil by a member of the SEND team and staff will review intervention targets in line with scheduled dates. Reviews provide a chronology of support and monitoring as part of the Assess, Plan, Do, Review process.

## 6. Exam Access Arrangements

- 6.1 Pupils on the SEND register and those referred by staff will be considered for testing for exam access arrangements. These assessments will identify whether access arrangements or adjustments are needed – as set out in chapter 5 of the JCQ guidance.
- 6.2 There is no requirement to assess for EAA at KS3, however, any access arrangements used in class will become ‘normal way of working’ and be used as evidence for this.

## 7. Parental and Clinical Agency requests for information

- 7.1 Requests for educational advice on conditions such as autism (ASC) or ADHD will be managed in school in the following way:
  - 7.1.1 Documentation is received from CAMHS/GP/Paediatrics or other agency
  - 7.1.2 Referral is logged and viewed by the relevant staff member in the school eg. The SENDCo, Pastoral Leader, Form Tutor or class teacher
  - 7.1.3 If appropriate the documents will be completed with the help of the specialist teacher.
  - 7.1.4 Once completed, the information is shared with staff and parents. If requested school will forward the results of the screener directly to the clinical agency involved
- 7.2 School do not require a formal diagnosis of either ASC or ADHD to put support in place for a child displaying strong traits or characteristics of one or both of these conditions. However, school is not able to formally diagnose either condition as this relies on the intervention of clinical partners eg. Paediatrician or clinical psychologist, usually through CAMHS or the family doctor. A child who has been accepted onto an assessment pathway by an outside agency will be considered for further support in school.

## 8. Reviewing and Evaluating Outcomes

- 8.1 Pupils are assessed by subject teachers regularly to track progress within their subject area and against their target grades (pupils’ target grades are devised using KS2 levels, CAT scores and other nationally recognised assessment tests eg. reading assessments). Pupil progress across all subjects is formally tracked using termly Progress Checks and monitored by Curriculum Leaders.

- 8.2 SEND pupil progress is monitored by the SENDCo, Assistant SENDCo and class teachers. When required interventions may be delivered by teaching assistants to close or narrow the gap between the target and predicted grade. SEND pupils whose numeracy, literacy, language or social communication skills for example are a barrier to progress will be offered intervention, either before school, during morning registration or during lessons in a small number of specific cases. Progress made during the course of interventions is tracked against targets will allows us to measure the impact and the effectiveness of the provision delivered.

## 9. Health (including Emotional Health and Wellbeing)

- 9.1 A medical care plan (IHCP) is written with advice and support from the school nurse or other medical professionals and shared with staff. This compliments the SEND pupil passport already in place. The school works closely with clinicians and health professionals from across a range of agencies to support individual pupils as required. The Pastoral and SEND teams provide support for pupils with mental health and behavioural issues. Staff are provided with advice and training as well as key strategies that should be used for pupils who are finding it difficult to manage their mental health or wellbeing. School will support all pupils, including those with SEND to develop self-esteem, confidence and independence so that they are able to take responsibility for their own learning and behaviour.

## 10. Communication with Parents and Carers

- 10.1 School will foster good communications with parents and carers. School's staffing structure is available via the school's website. Parents are encouraged to contact relevant staff as required. The first point of contact for most parents/carers will be the form tutor or Pastoral Leader (Head of Year) unless the concern is subject specific, in which case parent/carers are encouraged to speak to the class teacher or Curriculum Leader in the first instance. Although staff may not be able to return parent/carer calls during teaching hours, they will endeavour to return calls as soon as possible.
- 10.2 Formal meetings will be pre-arranged and appointments, either in person or virtual/ on-line are made for specific meetings with the appropriate member of staff. For queries or concerns specific to the child's learning barriers the SENDCo or the Assistant SENDCo will contact parents/carers in order to discuss the matter further.
- 10.3 As well as termly progress checks, Parents' Evenings are held for each year group annually.

## SEND Local (Longridge) Offer

- 10.4 Pupils who are on the SEND register have a termly reviews and those with Educational and Health and Care Plans (EHCP) will have a formal annual review as well as their pupil passport termly reviews. This is supported and facilitated by Edukey Provsion Maps.
- 10.5 The school website provides information about the school and copies of all policies are available to view or download. Paper copies can be sent home if requested.
- 10.6 Longridge High School's SENDCo is Mr Elder
  - 10.6.1 Email: [rfe@lhs.lancs.sch.uk](mailto:rfe@lhs.lancs.sch.uk)
  - 10.6.2 Phone: 01772 782316

## 11. Appendix

11.1 Below is a selection of recommendations taken from the Lancashire Toolkit for SEND. This is not an exhaustive list but gives an indication of the type of SEND support school provides, depending on level of need based on the **Lancashire Graduated Response**.

| <b>Universal support</b>                             | <b>Targeted support</b>                                                             | <b>Specialist support</b>                            |
|------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------|
| Scaffolding and demonstration by the teacher         | Specific scaffolding and use of prompts for individuals                             | Explicit 1:1 support for precision and over-learning |
| Provision of key word lists                          | Provision of a laptop for illegible handwriting                                     | Timetabled, regular withdrawal intervention by TA.   |
| Tinted overlays and dyslexia friendly text           | Small group or 1:1 intervention by teaching assistant in class                      | Regular intervention by specialist teacher           |
| Shared or group work for peer support                | Small group or 1:1 withdrawal intervention for precision teaching eg. reading group | Regular intervention by school counsellor for SEMH   |
| Use of sentence-starters and prompts on-screen/board | Teaching assistant assisting with mobility/transition around school                 | Educational psychologist advice                      |
| Allowance of extra time in written tasks or tests    | Personalised checklists to aid organisation                                         | Personalised timetable based on specialist advice    |
| Y6 transition day and parents' information evening   | Specific SEND advice for Y9 options evening                                         | Alternative curriculum eg. vocational learning       |
|                                                      | Extra Y6 transition visits for more complex SEND                                    |                                                      |