

SEND Local (Longridge) Offer 2024

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:

- the SEND Code of Practice (2014)
- the Lancashire SEND Toolkit
- the school's own SEND policy and Information Report

The SEN Code of Practice (2014) states:

A pupil has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.

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.

There are the four SEND categories of need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory Needs

Longridge High School uses a number of sub-categories of need for the purposes of identification, type of intervention (support), monitoring and reviewing.

These include: specific learning difficulty; moderate learning difficulty; autistic spectrum condition (ASC); speech, language and communication; social, emotional and mental health (SEMH).

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

Your child will be included on the SEND register if:

- They already have an Education, Health and Care Plan (EHCP) from primary school
- They have come from primary school already at SEND support level
- They have been identified through baseline testing and assessment
- They have been referred by staff using the pupil concern referral system
- There is external assessment which indicates a need for additional support

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.

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.

Criteria used for SEND support

For SEND categories such as Cognition & Learning or Physical & Sensory, assessments will be used such as:

- CAT tests (Y7)
- Standardised tests (reading)
- Baseline testing by curriculum areas (departments)

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.

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:

- Impact of interventions
- Professional judgement
- Input from class teachers
- Input from pastoral colleagues
- Consideration of pupils' needs
- Prior data (if available)
- Primary school information
- Observed experience of the child

A period of review will be used to determine which children are included on the SEND register.

Criteria for SEND Watch List

Pupils who do not meet the criteria for being placed on the SEND register will be monitored using the SEND Watch list. Pupils' progress will be reviewed half-termly in consultation with their teachers and Pastoral Leaders. The outcome of this review will result in:

- Keeping them on the Watch List
- Placing them on the SEND register with increased targeted support
- Removing them from the Watch list if universal support is sufficient

An emergency review can be held at any time if staff or parental concerns require immediate action.

SEND Pupil Passports, provision mapping and reviews

All pupils on the SEND register have a pupil passport which contains:

- A description of needs
- Strategies and adaptations
- Pupil voice

Pupil Passports are generated by the Longridge SEND provision map with 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 teachers will review subject specific targets in line with scheduled dates. Reviews provide a chronology of support and monitoring as part of the Assess, Plan, Do, Review process.

Exam Access Arrangements

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.

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.

Parental and Clinical Agency requests for information

Requests for educational advice on conditions such as autism (ASC) or ADHD will be managed in school in the following way:

1. Documentation is received from CAMHS/ GP/ Paediatrics or other agency	2. Referral is logged and viewed by the relevant staff member in school eg. the SENDCo, Pastoral Leader, Form Tutor or class teacher	3. If appropriate, the documents or forms will be completed with the help of the Specialist teacher.	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
--	--	--	---

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.

Reviewing and Evaluating Outcomes

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.

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 allow us to measure the impact and the effectiveness of the provision delivered.

Health (including Emotional Health and Wellbeing)

A medical care plan (IHCP) is written with advice and support from the school nurse or other medical professionals and shared with staff. This complements 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.

Communication with Parents and Carers

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.

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.

As well as termly progress checks, Parents' Evenings are held for each year group annually. Pupils who are on the SEND register have a termly review and those with Educational and Health and Care Plans (EHCP) will have a formal annual review as well as their pupil passport termly reviews.

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.

Longridge High School's SENDCo is Mr Elder

Email: RFE@lhs.lancs.sch.uk

Phone: 01772 782316

Appendix

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**.

Universal support	Targeted support	Specialist support
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	