



Longridge High School

Special Education Needs and Disability (SEND) Policy including the Information Report 2025 -26

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**THE BAY
LEARNING TRUST**

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1 Vision

- 1.1 We believe that all pupils should be able to achieve, feel valued and supported according to the school's values of 'Learn, Respect and Grow Together.'
- 1.2 We have high expectations of all our pupils with their academic studies and want them to achieve all they can, as well as working with them so that they are socially and emotional equipped for life beyond school. **'Aspiration for all, from all'**
- 1.3 We have a wide range of extra-curricular activities, and every SEND pupil has access to all activities.
- 1.4 We identify and provide for pupils who have special educational and additional needs. As teachers, we all share the responsibility of delivering Quality First Teaching and adapting materials or using different strategies in working with SEND pupils, inside and outside of lessons.
- 1.5 We provide support which is designed to meet the needs of our SEND pupils by looking at outcomes for each pupil. This means it could take the form of in class support, interventions that take place inside or outside of lesson time, as well as before, break, and lunch and after school sessions. Teaching Assistants are instrumental in this process.
- 1.6 We have a team of teaching assistants who work with pupils in and out of class. This is complimented by outside specialist staff who advise the school. E.g. Specialist Teacher and Link EP. Staff receive regular formal and informal training and updates about SEND.
- 1.7 Longridge High School is an inclusive learning community that is committed to ensuring that all pupils are able to achieve the best possible progress and are supported to become assured, independent and aspirational learners whatever their needs or abilities.
- 1.8 Our SEND policy is inclusive, enabling children with Special Educational Needs/Disabilities to take part fully in the activities of the school together with those who do not have special educational needs; in so far as is reasonably practical and compatible with the pupil receiving the special educational provision.

2. Aims

- 2.1 The staff of Longridge High School, in line with the Academy Trust, will endeavour to ensure that the necessary provision is made for all SEND pupils to receive: a broad and balanced curriculum; the opportunity to reach their full potential; be fully included within the school community.
- 2.2 Longridge High School will identify pupils with special educational needs and disabilities through a series of criteria including prior attainment from primary school, baseline assessments and a diagnostic screening programme for pupils in years 7-10. This will enable School to ensure that the Special Educational Needs of pupils are known and understood to all who are likely to teach them or support them and that all teachers in the school are able to identify and provide for those pupils through Quality first Teaching.
- 2.3 Longridge High School will provide opportunities for staff to develop their knowledge and understanding of Special Educational Needs and to support them in the provision of positive whole school approaches towards the academic attainment and the personal achievement of pupils with SEND.
- 2.4 Longridge High School will support pupils with Special Educational Needs and Disabilities to develop self-esteem, confidence and independence so that they are able to take responsibility for their own learning and behaviour.
- 2.5 Longridge High School will foster communications with all partners including families, carers, pupils, The Bay Learning Trust, the Local Authority, children's services, health and all other agencies to support children with Special Educational Needs and Disabilities. The school will have termly review meetings with all pupils who are on the Special Educational Needs Register and parents/carers will be kept informed of progress towards targets and be invited to contribute to the review process.

3. Legislation and Guidance

- 3.1 Longridge The High School SEND policy for children with Special Educational Needs or Disabilities is governed and informed by the statutory framework set out in:
 - 3.1.1 **Special Educational Needs and Disability (SEND) Code of Practice: 0-25 2014**
 - 3.1.2 **Equality Act 2010**, which sets out school's responsibility to ensure that pupils are not unlawfully discriminate against because of their sex, race, disability, religion or belief or sexual orientation.

3.1.3 **Children’s and Families Act 2014**, which sets out schools’ responsibilities for pupils with SEND and disabilities

3.1.4 **The Special Educational Needs and Disability Regulations 2014**, which set out the school’s responsibility for education, education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND Information report.

4. Definition of SEND as detailed in the SEND Code of Practice (2014)

4.1 *A child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her.*

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

4.2.1 *has a significantly greater difficulty in learning than the majority of others of the same age; or*

4.2.2 *has a disability which 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*

4.3 *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.*

4.4 *Special educational provision means educational provision which is additional to, or different from that made generally for children of the same age by mainstream schools, post -16 institutions.*

4.5 Special Educational Needs Code of Practice 2014
(introduction xiii–xv page 4)

5. Definition of Disability as detailed in the Equality Act 2010

5.1 A person has a disability if he has physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

5.1.1 Equality Act 2010 C.15 Part 2 Chapter 1 Section 6

6. Roles and Responsibilities within School

6.1 Governing Body

6.1.1 The Governing Body will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. The Governing Body (SEND Link Governor) will meet with the Headteacher/ Deputy Headteacher and SENDCo once a term. The SENDCo meets weekly with the SLT SEND link.

6.1.2 The SENDCo will work closely with the Senior Leadership Team to determine the strategic development of the SEND policy and provision at Longridge High School.

6.1.3 The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including the provision and progress of pupils with SEND.

6.1.4 The Headteacher and The Bay Learning Trust will delegate the responsibility for the implementation and analysis of the policy to the Special Educational Needs and Disability Co-ordinator (SENDCo). The SENDCO is Mr. Elder.

6.1.5 Day-to-day responsibility and co-ordination and delivery of interventions is delegated to the Assistant SENDCo, Mrs Heller.

6.2 SENDCo

6.2.1 Working with the Headteacher and Governing Body to determine the strategic development of the SEND policy and provision in the school.

6.2.2 Ensuring that curriculum content is accessible and appropriate for SEND pupils through reasonable adjustments and adapted teaching and learning.

6.2.3 Providing professional guidance and training for colleagues through formal CPD training as well as ongoing advice delivered via email and in staff briefing.

6.2.4 Working with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and Quality First teaching.

6.2.5 Overseeing the arrangements for monitoring, reviewing and evaluating the effectiveness of the SEND targets and provision in line with the Assess, Plan, Do, Review process.

6.2.6 Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

6.2.7 Liaising with and advising other members of school staff including contributing to the professional development of support staff and newly qualified teachers.

6.3 Teaching Staff

6.3.1 The progress and development of every pupil in their class by providing Quality First Teaching that is adapted and personalised to meet the individual needs of each child.

6.3.2 Working closely with Teaching Assistants or specialist staff (eg. the specialist Teacher) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

6.3.3 Working with the SENDCo and Assistant SENDCo to review each pupil's progress and development and, where appropriate, EHCP reviews, and to help with decision making about changes to provision.

6.3.4 Identifying and bringing to the attention of the SENDCo or Assistant SENDCo any pupil whose needs they believe are not being met. This will be done via the Pupil Concern referral system.

7. Longridge SEND Information

7.1 Admissions

7.1.1 Pupils with special educational needs will be admitted to Longridge High School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will maintain good links with the feeder primary schools to ascertain whether a child has been identified as having special educational needs and parents will be given the opportunity to discuss any concerns prior to transfer. If the school has been alerted to the fact that a pupil may have special educational needs, the school will work with feeder primary schools and other agencies to collect as much relevant information as possible so that the transition from primary to secondary is as smooth as possible for the child and their family.

7.2 The kinds of SEND that are provided for.

Longridge High School currently provides additional and/or different provision for a range of needs, including:

7.2.1 Cognition and Learning, for example: specific learning difficulties (SpLD) such as dyslexia or dyspraxia (Developmental Coordination Disorder – DCD),

moderate learning difficulties (MLD) such as low literacy or numeracy and processing difficulties.

7.2.2 Communication and Interaction, for example, autistic spectrum condition (ASC), Asperger’s Syndrome, speech and language difficulties or attention deficit hyperactivity disorder (ADHD).

7.2.3 Social, Emotional and Mental Health difficulties, for example, significant and on-going anxiety or stress in a young person.

7.2.4 Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy, physical disabilities.

The table below gives an overview of the proportions of children in each category of need with an explanation in section 7.3.

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical or Other Disability
Number of pupils	88	49	40	15
Number of EHCP	6	5	7	5

7.3 The figures above do not represent the overall number of children on the SEND register (see 8.2) but rather the number of children in each category of need. The majority of children on the SEND register fall into more than one category of need. For example, one child may have a cognition and learning barrier but also SEMH issues and therefore are counted in more than one section of the table above.

8. Number of SEND pupils in each category of need in School. (current Sept. 2025)

8.1 The number of EHC plans and SEND support vary by school type. According to the DfE the number of pupils with SEND support in schools (2023-24) is 24%. Those with EHCPs make up 26% of all children with SEND, with a higher proportion being in specialist provision settings. The percentage of pupils with an EHCP in mainstream schools is 4.8%.

- 8.2 The **overall total number of pupils** at Longridge High School on the SEND register at either 'SEND support' (126) or EHCP levels (11) is **137 children Y7-Y11**.

9. Identifying pupils with SEND and assessing their needs.

- 9.1 We will assess each pupil's current skills and levels of attainment as part of the transition process. Class teachers will make regular assessments of progress for all pupils and, using the Pupil Concern Referral procedures, identify those whose progress:
- 9.1.1 Is significantly lower than that of their peers starting from the same baseline
 - 9.1.2 Fails to match the child's previous rate of progress based on prior attainment.
 - 9.1.3 Fails to close the attainment gap between the child and their peers
- 9.2 This may include progress in areas other than attainment, for example, social needs. However slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

10. Consulting and involving pupils and parents

- 10.1 Parents/carers will be informed if school believe a child should be placed on the SEND register. Where necessary, we will have a consultation with both the pupil and their parents/carers to identify whether their current difficulties are the result of a special educational need and to establish if special educational need provision is required. This will ensure:
- 10.1.1 Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - 10.1.2 We take into account the concerns of all stakeholders (parents, child and teaching staff)
 - 10.1.3 Everyone understands the evidence from assessments (class-based or specialist assessment)
 - 10.1.4 Everyone understands the agreed outcomes sought for the child •
Everyone is clear on what the next steps are

- 10.2 Parents/carers are encouraged to contact the SENDCo to discuss any concerns they may have about their child's learning barrier(s) or the process involved in supporting them.

11. Assessing and reviewing pupil's progress towards outcomes

- 11.1 The progress made by all pupils is regularly reviewed and monitored. This is done through regular progress checks for all pupils.
- 11.2 Progress of children on the SEND register is reviewed termly, and focuses on the targets set in their SEND Pupil Passport (IEP or learning plan) as well as gathering 'pupil voice' from each child.
- 11.3 Where progress is poor or the pupil fails to achieve expected levels in line with their peers, it may be necessary to take some additional action(s) to improve progress.
- 11.4 Progress can be defined in a number of ways including:
- 11.4.1 closing the attainment gap between the child and their peers
 - 11.4.2 preventing the attainment gap growing wider
 - 11.4.3 is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
 - 11.4.4 reaching or exceeding their previous level of progress
 - 11.4.5 ensures access to the full curriculum
 - 11.4.6 demonstrates an improvement in self-help, social or personal skills
 - 11.4.7 demonstrates improvements in the pupil's behaviour
- 11.5 Longridge High School follows a graduated approach to identifying, assessing, tracking and reviewing pupils' special educational needs. This is the four- part cycle of **assess, plan, do, review** which is set out in the Special Educational Needs and Disability (SEND) Code of Practice: 2014.
- 11.6 Assess
- 11.6.1 The SENDCo and Assistant SENDCO will work with teachers and support staff to carry out a clear assessment and analysis of the pupil's needs. This includes:
 - 11.6.1.1 The teacher's assessment and experience of the child

11.6.1.2 Their previous progress and attainment or behaviour

11.6.1.3 Other teachers' assessments, where relevant

11.6.1.4 The individual's progress and development in comparison to their peers

11.6.1.5 The views and experience of parents

11.6.1.6 The pupil's own views

11.6.1.7 Advice from external support services, for example, a specialist teacher.

11.6.2 A SEND pupil passport will be put in place if assessments identify that despite receiving universal support via Quality First Teaching the pupil:

11.6.2.1 Continues to make little or no progress in specific areas over an identified period;

11.6.2.2 Continues to have difficulty developing literacy and/or numeracy skills;

11.6.2.3 Has emotional, social or health needs which substantially and regularly interfere with the pupil's own learning or that of the class

11.6.2.4 Has special educational needs or disabilities that require additional specialist equipment or regular advice or visits by a specialist service;

11.6.2.5 Has a communication and/or interaction difficulty that impedes the development of social relationships resulting in a substantial barrier to learning

11.7 Plan

11.7.1 Parents will be involved in the planning for their child's needs via meetings, by phone or email. Intervention will focus on expected outcomes, written as targets on the pupil passport, and progress will be reviewed against these outcomes at the end of the cycle of intervention. Parents will be included in the evaluation and planning for further intervention if required.

11.8 Do

11.8.1 All teachers and support staff who work with pupils will be made aware of their needs, desired outcomes, the support provided, and any teaching strategies, adaptations or approaches that are required. Specific interventions, if required or recommended, will be delivered.

11.9 Review

11.9.1 Teachers, support staff, parents and pupils will be invited to review progress regularly. Staff will be asked to review intervention targets and the impact of the interventions will be assessed, together with the teacher's assessments, to inform future support planning.

12. Statutory Assessment of SEND and Education, Health and Care Plans (EHCP).

12.1 In a small number of cases, if a pupil continues to demonstrate significant cause for concern despite sustained interventions and consistent high level support, a request may be made to the LA for Statutory Assessment either by the school, by the parent or by another agency eg. health authority, social services. In exceptional circumstances, a pupil may be referred straight to Statutory Assessment.

12.2 This assessment will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the Local Authority may provide extra resources. Where a request for a statutory assessment is made to Lancashire Education Authority, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

12.2.1 The school's action through the graduated response

12.2.2 2 cycles of Assess Plan Do Review

12.2.3 records of regular reviews and their outcomes

12.2.4 the pupil's health including the pupil's medical history where relevant

12.2.5 progress across the curriculum, attainments in literacy and numeracy, as well as assessments by outside agencies, for example from an advisory specialist support teacher, an educational psychologist, paediatrician or other health professional

12.2.6 views of the parents and of the pupil

12.2.7 involvement of other professionals for example involvement by the social services.

13. Education Health and Care Plans (EHCP) Reviews.

- 13.1 All EHCPs will be reviewed at least annually in school. If necessary, school or the parents / carers can request an early review. The parents / carers, the pupil and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP. Pupils participate in their Annual Reviews by:
- 13.1.1 Submit their views in writing /Attend the review itself.
 - 13.1.2 Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.
 - 13.1.3 Offering their opinion and advice in the setting of targets
- 13.2 The SENDCo or other designated person will then discuss the outcome of the in-school review and inform the Local Authority. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required at Post 16.

14. Supporting pupils moving between phases and preparing for adulthood

- 14.1 At transition the SENDCo will work with the Head of Year (Pastoral Leader) and liaise with the primary SENDCos prior to transfer to discuss year 6 pupils who are on the SEND register. The SENDCo, if invited will attend transition reviews to discuss and plan for the specific needs of pupils with an EHCP. For a small number of identified pupils, additional visits to high school are arranged to facilitate a smooth transition.
- 14.2 Year 7 pupils complete reading, spelling and cognitive ability assessments and core subject baseline tests to identify who may require additional support.
- 14.3 When pupils move on to college or another school, parents and pupils will be consulted about which information should be shared with the new setting. This includes SEND support and exam access arrangements information.

15. Our approach to teaching pupils with SEND

- 15.1 Longridge High School endeavours to ensure that all pupils receive their full curriculum entitlement. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First teaching is our first step in supporting pupils who have SEND. This includes making suitable

adaptations and reasonable adjustments, as part of what the Lancashire SEND Tool Kit refers to as 'universal support'. (See the Longridge Offer section for more information)

16. Adaptations to the curriculum and learning environment

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

16.1.1 Adapting our curriculum and how it is delivered to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, reasonable adjustments.

16.1.2 Adapting our resources and staffing eg. TA deployment

16.1.3 Using recommended aids, such as laptops, coloured overlays, electronic (computer readers) and tinted glasses to aid dyslexia/ dyslexic traits and reduce visual stress.

16.1.4 Regarding children with a significant Visual Impairment (VI). If required, school would carry out a risk assessment and make appropriate adjustments re. window blinds, lighting, signage etc. In addition to this there would be support from specialist teachers and, if needed, the use of specialist equipment on the advice of clinicians and specialists.

16.1.5 Regarding children with a significant Hearing Impairment (HI) school would carry out a risk assessment and consider appropriate adjustments such as bells/ alarms/ lighting as required. In addition to this there would be support from specialist teachers and the use of specialist equipment eg radio-aids and sign-language. The use of technology such as microphones and hearing aid equipment or type-speech software.

16.1.6 Making suitable adaptations to teaching and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and over-learning etc.

16.1.7 Providing pupils with significant and documented SEMH needs with supervised rest breaks or closely monitored time-out from lessons.

17. Additional support for learning

17.1 In-class support is provided as appropriate by a team of Teaching Assistants (TA). Pupils are only withdrawn to undertake specific interventions related to their additional learning needs. The Teaching Assistants facilitate curriculum access,

promote independent learning through further adaptation or explanation of the work set. In particular circumstances TAs will help to scribe for children, read questions or offer prompts or accompany them out of the room for a rest break.

- 17.2 TAs will provide shared or 1:1 support in class.
- 17.3 With parental consent we work with a wide range of agencies to provide support for pupils. These include:
 - 17.3.1 Specialist Teachers, from Inclusion Solutions and Lancashire Disability Service for Hearing Impaired and Visual Impaired as required. Educational Psychology (Link EP or independent service)
 - 17.3.2 Speech and Language Therapy (SALT)
 - 17.3.3 ASC/ADHD pathway
 - 17.3.4 Children's Paediatric Service at Pedders Lane, Preston.
 - 17.3.5 Child and Family Wellbeing
 - 17.3.6 CAMHs
 - 17.3.7 Child Action North West
 - 17.3.8 IEST (Intervention and Early Support Team) LCC
 - 17.3.9 Happy Schools, Lancashire (SEMH support)
 - 17.3.10 Other professional partners and agencies.
- 17.4 The pastoral team provides a continuum of support in school for pupils who experience a range of Emotional, Social or Mental Health difficulties, through a series of mentoring and counselling programmes designed to remove barriers to their education and assist families eg. PNE; CARES; Blossom Tree
- 17.5 Whole school INSET is delivered to all staff. Additional professional development opportunities to improve staff knowledge and understanding of a range of SEND will be provided if required or requested.
- 17.6 Opportunities, where necessary, are available for staff to discuss issues relating to a specific need or difficulty with the SENDCo.
- 17.7 Pupils whose medical, physical or sensory impairment impact directly on their ability to access the curriculum have a Medical Care Plan/ IHCP written, in consultation with parents, the School Nurse, diabetic nurse or other relevant health professional which informs staff of the nature of the difficulty, what constitutes an emergency and how to respond. A risk plan is put in place and

reviewed termly. A copy of the Care Plan is shared with parents/carers and is available to staff.

- 17.8 Learning Support offers a range of interventions, some of these are on-going throughout the year such as morning, break and lunch club for our most vulnerable children, in addition to the TA-led interventions that occur during morning registration.
- 17.9 Pupils with very specific needs maybe withdrawn from specific lessons or subjects. Some pupils may require additional support from a specialist teacher.
- 17.10 Pupils with a below average reading or spelling will be offered literacy intervention. Pupils with a low average reading or spelling score may also be offered literacy interventions using programmes such as Fresh Start Phonics, Flash Academy and Guided Reading. Pupils with a below average numeracy score will be offered numeracy catch up intervention from the maths department and through TA-led basic skills intervention.
- 17.11 Pupils with social, emotional or mental health difficulties will be offered support through interventions such as mentoring, school nurse, school counsellor and TA-led support.
- 17.12 Pupils with communication and interaction difficulties are given opportunities to access TA-led social skills groups as well as mentoring by Pastoral Support Officers (PSO).
- 17.13 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.
- 17.14 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.
- 17.15 All teachers are responsible for teaching pupils with SEND. All pupils, including those with special educational needs and disabilities, are actively encouraged to become fully involved in all aspects of school life. Reasonable adjustments are made to enable pupils with SEND to be included in all aspects of school life, including trips, so far as it is reasonably practical and safe to do so. Parents are encouraged to work in partnership to support the involvement of their children in all educational opportunities available.

18. Securing equipment and facilities

- 18.1 The school will endeavour, where possible, to make use of specialist technological aids, provision of additional ICT resources and specialist software to facilitate curriculum access and curriculum teaching through support materials as required or appropriate.

19. Evaluating the effectiveness of SEND provision

- 19.1 Formal & informal assessments are used to monitor progress. Subject Leaders ensure that teachers monitor and evaluate the progress of SEND pupils and that they provide appropriate teaching and learning opportunities which lead to good progress against baselines. Tracking and progress data is analysed by the SENDCo.

- 19.2 Pupil progress following intervention is evaluated in terms of progress made, meeting targets and cost effectiveness. Staff promote an atmosphere of mutual respect, trust and co-operation. They encourage pupils to develop self-reliance, resilience and independence.

- 19.3 We evaluate the effectiveness of provision for children with SEND by:

19.3.1 Monitoring by the SENDCO and Assistant SENDCo

19.3.2 Reviewing pupils' individual progress towards their pupil passport targets each term.

e .g. increase in literacy/numeracy scores, curriculum progress, closing attainment gap with peers

19.3.3 Reviewing the impact of interventions each term

19.3.4 Improvement in behaviour for learning – reduction in number of referrals, detentions, isolations or exclusions

19.3.5 Improvement in attendance

19.3.6 Analysis of pupil voice/views gathered at review meetings

19.3.7 SEND pupils achieving or exceeding their target grades in both internal and external examinations.

19.3.8 Reduction in level of support required as measured by the SEND provision map

19.3.9 Number of pupils with SEND accessing Post 16/ 6th Form, College, apprenticeships, education or employment opportunities

19.3.10 Gathering the views of staff, including pupil concern referrals

19.3.11 Analysis of independent reports on School Performance for example School Improvement Partner advice and OFSTED reports

20. Enabling pupils with SEND to engage in activities available to those in school who do not have SEND

- 20.1 All extra-curricular activities and school visits are available to all pupils including those with SEND. All pupils are encouraged to go on educational visits or trips. All pupils are encouraged to take part in sports day and school performances etc. No pupil is excluded from taking part in these activities because of their SEND or disability. School's accessibility plan is found on the school's website.
- 20.2 School has accessibility adaptations such as a lift in West Block and ramps in certain areas to enable wheelchair access. Disabled toilets are available in different parts of the building.

21. Working with other agencies

- 21.1 Looked after children with SEND have input from the SENDCo into all PEP and CLA meetings.
- 21.2 The monitoring, tracking and reviewing of their progress is carried out by a member of the SEND team in consultation with class teachers, senior colleagues and agencies.
- 21.3 Longridge High School works with health, occupational and physiotherapy, hearing impaired and visual impairment specialist services to advise on adaptations needed to the School environment. This is done to enable pupils with a medical, physical, or sensory impairment to access the full curriculum entitlement.
- 21.4 Where necessary and appropriate, school will commission a range of external partners to provide advice and support for pupils, staff and parents. This will proceed with parental agreement and involve a discussion with parents and the child. Where necessary school will provide support for parents to complete parental sections of referrals.
- 21.5 Whilst this list is not exhaustive, External Partners include the following:
- 21.5.1 Lancashire Inclusion Service (SENDIASS / SENDCO)
- 21.5.2 Lancashire Early Intervention Service

21.5.3 Educational Psychologist

21.5.4 Speech therapist

21.5.5 Specialist Teachers

21.5.6 Mental Health Team

21.5.7 Family Wellbeing

21.5.8 Speech and Language Therapy

21.5.9 Occupational and Physiotherapy

21.5.10 Children's Social Care

21.5.11 Multi-agency Safeguarding Hub

21.5.12 Action for ASD

21.5.13 ADHD North West

21.5.14 Child Action North West

21.6 Effective links are developed and maintained with outside agencies or other education providers including feeder primary schools.

22. Complaints about SEND provision

22.1 Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher or Deputy Head responsible for SEND. Parents/carers may then be referred to the school's complaints policy.

22.2 The parents of pupils with disabilities have the right to make disability discrimination claims to the firsttier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

22.2.1 Exclusions

22.2.2 Provision of education and associated services

22.2.3 Making reasonable adjustments, including the provision of equipment and services

23. Contact Details

23.1 Contact details of support services for parents of pupils with SEN.

23.1.1 Lancashire provides support for SEND

23.1.2 Parents may request support from the Lancashire Special Educational Needs and Disability Independent Advice Service – Tel: 0300 123 6706.

23.2 Contact details for raising concerns.

23.2.1 Mrs Jane Green, Headteacher, is the named contact within the school for when pupils or parents have concerns.

23.2.2 Mr Elder is the SENDCo for raising initial SEND-related concerns.

24. The Local Authority Local Offer

24.1 Our contribution to the local offer is published on the school website and is referred to as the '**Longridge Offer**'.

24.2 Our local authority's local offer is published on the Lancashire County Council SEND website: www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/local-offer

25. Monitoring arrangements

25.1 The SEND policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

25.2 It will be approved by senior colleagues and The Bay Learning Trust.

26. Links with other policies and documents

26.1 This policy links to our policies on:

26.1.1 Accessibility plan

26.1.2 Behaviour for Learning Policy

26.1.3 Bay Learning Trust Equality Policy

26.1.4 Medical Policy