

Longhill High School SEND Information Report 2016-2017 **Contributing to the Brighton & Hove Local Authority Local Offer**

Please read the information below in conjunction with the Longhill Local Offer, which can be found at <https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/longhill-high-school> or for our local offer regarding our Special Facility, please use the following link <http://www.brighton-hove.gov.uk/content/children-and-education/local-offer/longhill-high-school-special-facility-spld>

School Mission Statement

We are Longhill, a learning community: students, staff, and families; together and individually. Longhill's commitment to you is that as part of the Longhill community you should feel

- Respected and valued as an individual
- Able to challenge yourself and others in a safe and supportive fashion
- Safe and cared for
- Enabled to learn new things
- Your achievements and successes are recognised and celebrated
- That others have high expectations of you and will support you to be the best you can

We are a school where every person is a valued member of our community. Our school motto is 'Determined to be the best we can'. This does not mean we are determined to be 'the best', competing with others but that we believe in personal growth. Each and every one of us in our learning community should try our hardest to be the best individual we can be.

We are committed to fostering high expectations and developing the full potential of each individual so that they may become compassionate, interdependent, lifelong learners.

Introduction

Welcome to our SEN Information Report which is part of the Brighton & Hove Local Offer for learners with Special Educational Needs and/or Disabilities (SEND).

Longhill is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

The kinds of SEND that are provided for

SEN needs and provision can be considered as falling under four main areas:

- Communication and interaction – for example, Speech & Language & Communication needs; ASD spectrum conditions
- Cognition and learning – for example, MLD, SpLD
- Social, emotional and mental health – for example withdrawn or isolated behaviours, challenging behaviours, ADHD/ADD, Attachment needs, anxiety, depression, significant self-harming or other issues affecting wellbeing to a significant level.

- Sensory and/or physical – for example, visually impaired, hearing impaired, physical needs

Longhill is also exceptionally fortunate to have a Special Facility. We have a resource base with specialist staff for students who have an EHCP for significant dyslexia and associated other needs. The places at our facility are allocated directly by the Local Authority through their own special needs casework team and the Educational Psychology service. Unlike some 'Facilities' this is a fully integrated provision and the students are within the mainstream classroom with skilled specialists supporting them for the majority of their time. This works exceptionally well.

Within Longhill we successfully provide for a wide range of these needs, just like other Mainstream schools. Full details of our policy and approach can be found on our school website. Additional bespoke information can be provided if these two avenues don't meet your needs or if you would simply prefer to speak to someone, by following the contact details at the bottom of this document.

For some of our more complex young people who want to join the school community, there may need to be an enhanced planning and adaptation process to ensure we can meet their needs. Longhill will embrace this with a 'can do' attitude and look to work with other agencies and support services for their advice to help the young person successfully integrate to the school of their choice. We will endeavour to go as far as it is possible to go, given we are a mainstream school and some things (such as the size of the school building and the number on role) are fixed.

High quality teaching

Longhill staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources.

Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms. This is known as differentiation. Such in-class differentiation may involve many adaptations and strategies, from mild to considerable changes, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns. SEND issues are part of this. For example, in 2015-16 the INSET days at the start of term included bespoke sessions on the needs of some of our most vulnerable learners for all their teaching and support staff and planned through the year to come are sessions on ASC, Attachment Difficulties, specialist behaviour strategies, Speech and Language strategies, managing anxiety and Physical needs.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on e-portal for reporting to parents at least once per term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of Departments, Mentors, Heads of Year, the special facility co-ordinator and the SENCO regularly check on the progress of students and raise a concern if students are not making expected progress. Sometimes this will lead to additional specialist assessment. We have some exciting new developments planned in this area for the forthcoming academic year. We are in the final stages of designing a fully interactive SEND planning and information resource for all staff. A staff link will be placed on the website for this once complete. Following Beta testing we hope we may be able to make this available to families and prospective families in the future, following a consultation.

Where issues may be identified with progress, some students are selected to attend intervention sessions with our school Intervention staff. Assertive Mentors are provided to some students where motivation is an issue. These interventions are part of the schools strategy to support underperformance and are not under the purview of Learning Support.

There are a range of SEND related interventions for students who have an identified need or challenge. These are available in addition to or instead of Departmental interventions and mentoring, for students who need a more specialised approach. The students in the special facility are also able to access these if required. To ensure all interventions are having an impact, these are rigorously tracked. Interventions can then be continued, refocused or ceased based on appropriate data.

Identifying SEN(D)

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify if they have a concern that there might be an undiagnosed special educational need. If this is the case they will raise that concern with the SENCO. The SENCO will then investigate further by a range of methods that could include but are not limited to

- liaising with parents/carers,
- gaining the views of the student,
- observations in the classroom or at social times,
- gathering more information about the student from other staff who teach or support them,
- carrying out testing as appropriate,
- referring the student to appropriate agency support (Educational Psychologist, CAMHS, SALT, Health etc) if appropriate

Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents/carers, to discuss the student's needs and subsequent actions.

Some students transitioning to Longhill are already diagnosed with a special educational need and this information will almost certainly have been passed on by their previous school. In the Summer term, the SENCO visits all schools sending us students with known needs to have personalised meetings with relevant primary school staff. The special facility co-ordinator also engages in similar visits for the cohort for this provision.

For the mainstream students *not* placed in the special facility, they may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate. If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need is *'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'*. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation from September 2014.) Students with SEN(D) will be placed on the school's SEND register, which is accessible to all staff in school. Further full details can be found in our SEND Policy,

which is fully compliant with the 2014 SEND Code of Practice.

Supporting SEN(D) students

Where a student is diagnosed with a special education need, or is in our special facility, support will be put in place to help them make progress. We have a wide range of potential support offers and try to be as bespoke as possible. Our interventions are definitely individually focused. Such support might involve:

- further differentiation in class by teachers,
- advice to teachers on a student's need and help over which strategies to be implemented,
- one-to-one or small group targeted intervention
- sensitively designed awareness-raising sessions for the individual student, in respect of their own needs
- sessions with a Learning Mentor or a Learning Support Teaching Assistant,
- in-class support,

- referrals to outside agencies.

Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions include

- spelling interventions (such as SNIP phonics programmes),
- reading interventions (such as Paired Reading Scheme, Toe by Toe),
- writing interventions,
- Comprehension interventions
- Social Skills interventions (such as Circle of Friends, SEAL or Anger Management programmes),
- Speech and Language Therapy support (including Visualising and Verbalising, Word Mapping, positional language training),
- Memory skills, exam technique and essay writing skills.

Interventions follow a monitoring cycle involving: *assess-plan-do-review*. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme. For example, student voice last year told us our candidates for Anger Management were particularly interested in the link between physiological signs of anger and their emotions. We spent a lot of time working with a specialist in this area and some students who had previously undertaken the programme to redesign our intervention. We've focused more on how feelings work and what they means to help us deal more effectively with our emotions. The response from students on these adaptations has been very positive.

Some students receive technology support, such as the use of a laptop or tablet or other specialist equipment. If appropriate, the SENCO or the special facility coordinator will apply to either the school governors or the LA for such equipment.

Students with visual or hearing impairments may also be assessed and supplied with equipment to support their needs; this is currently supplied by the Sensory Needs Service. The cost of the loan is paid by the school.

Parents/Carers of students with SEN will have regular meetings with school staff to discuss their

child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern.

Education, Health and Care Plans

Where a student with SEN is failing to make progress, despite high quality teaching and intervention through their SEN support, an application to the Local Authority for an Education, Health and Care Plan (EHCP) may be considered.

An EHCP has replaced the previous terminology of 'statementing' or 'having a statement' for all new applications from September 2014.

Students with current Statements of Special Educational Need will continue with these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. The EHCP is slightly different and offers new potential support mechanisms such as the option for continuing with similar support packages up to age 25. It also has a high emphasis on placing the child and the family at the centre of provision and planning; something Longhill already subscribe to wholeheartedly.

There is a three year transition period for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition. For high school students, they began last year with reviewing those in Year 11 and then Year 9. The same points of academic reference (in terms of changing Key Stage) will be used again. We understand this may be an unsettling time for our parents, carers and young people; making the transition from a Statement to an EHCP and we will allocate a specific member of the Learning Support team (your Key Support Teacher) to help you through the changes.

Our new Year 7 students with this level of provision have all transferred from primary school with EHCPs. Students with SEN who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students at 'K' or 'School Support' and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

Should you and/or the school wish to apply for an EHCP, Parents, the Local Authority, the school and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Working with outside agencies

Where a student with SEN, (including those in the special facility) is not making progress and Longhill feel that they need advice and support from external professionals, we will discuss such a need with parents/carers. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. A list of agencies is appended to this document.

We have contact with the Educational Psychology Service, the Virtual School for Children in Care, the Sensory Needs Support Service, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and the ASC support service. We also work with the School Nursing team, Occupational Health, Physiotherapy and Social Care. Many of our young people do not need to see

any of these services. Some may see one or two. A few, with complex needs see many of them and we do our utmost to coordinate all this advice together into a cohesive plan, communicating it to all relevant staff at the school.

Parent and child involvement

Longhill puts working with students at the centre of its work. We also aim to work positively with all parents/carers in a united way to help their child/children. To help with this, Longhill has a dedicated team of teachers who work in the Learning Support department. Each of these teachers has the lead for a portion of our SENDIMS register, under the direction of the SENCO. We call this being the child's/young person's 'Key Support Teacher'.

When your child is entered onto our SENDIMS register they will have a Key Support Teacher allocated and this person will be the family's first point of contact in school for any SEND related issue. Parents/carers and agencies are welcome to contact the SENCO directly but in many cases, the Learning Support Key Support Teacher will know your child better, often directly supporting them in class or overseeing their interventions. You will receive a letter telling you who this person is and they are easily contactable by email, phone, in writing or at many of the whole-school events like parents evenings etc.

If your child is placed into our Special Facility, the co-ordinator will oversee their care and coordinate liaison with other school staff and with home. As a parent/carer of a special facility student you can request a meeting at any time.

Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEN are encouraged to express any concerns they may have to the SENCO, their Key Support Teacher, Learning Support Teaching Assistants, their Form Mentor, their Head of Year, a member of the special facility staff or any other member of staff with whom they feel comfortable to talk about their concerns. There will inevitably times when things at school go less smoothly. All of the above named people will want to work out ways forward in such a case.

Parents and Carers are equally at the centre of supporting their children. They are involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers as is the Key Support Teacher.

Equality (incl. accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.'

'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations'

(Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation from September 2014.)

Longhill is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school.

Adaptations and provisions are made for SEN and disabled students to enable them to participate in school trips and other out of class activities. Risk assessments are designed and implemented to allow wherever possible SEND students to participate in all activities they choose to engage in; recent examples include students with physical difficulties attending and fully participating in adapted 'outward bounds' style school trips; supporting students with ASC on vocational experience placements. Where barriers to Inclusion exist, we work hard to try to overcome such things with trip providers. For more information, please refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime, breakfast and break time clubs, homework club, Choir, sports clubs, drama productions and charity events. SEN students have also participated in student panels during interviews for new members of staff, Year 6/7 transition support and peer mentoring as well as taking roles on Junior Leadership Teams, student council and as bus monitors.

Transition

Longhill understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND. For students with Statements of Special Educational Need/EHCP's, if invited, the SENCO will attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Sometimes this starts as early as Year 5. We would urge parents or feeder schools to get in touch with us early if this is a specific concern.

Parents/Carers of students with Statements of Special Educational Needs/EHCP's in Year 5 or 6 who are considering a placement at Longhill are very welcome to contact the SENCO at any time to discuss their child's needs or arrange a meeting or visit to the school.

Longhill looks after our students with and without SEND very well through transition. In addition to the Head of Year visiting all the primary schools, the SENCO and/or the Special Facility coordinator at Longhill visit every primary school that is sending us children with known special needs. On this visit, there will be a meeting with the primary school SENCO and any other appropriate staff (such as a 121 TA, learning mentor or a class teacher). Details of your child's needs and what works to help them will be gathered. This important information is then used to inform our support for students in year 7. We make sure all the teachers have a copy of key facts right from the very first day of term so they can plan for your child to be included. Sometimes, we will try to do the same things that the primary school did although sometimes we might do more, different or less. It all depends on individual needs.

If your child has a particular friend you know they rely on and you really want them to be together, let us know! Unless the primary school advises us that this is not in their best interests, we will make it happen. Sometimes, our very best friends might not be our very best learning partners but we look at this carefully.

When our students get ready to leave us we have a school wide PSHE programme to help them apply to college. We have a positive relationship with the school Careers adviser and have been exceptionally proactive and even helped take the students on special extra visits to college. If your child has an EHCP we help to write the Transition EHCP advice or the Preparation For Adulthood Plan and incorporate key information. We also liaise with colleges or employers so your child is well supported as they leave our care and take their next steps to independence.

Sometimes, certain students need more than this standard programme and we will identify our students that we feel need more support and work with them and their families on this. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan will have access to our Careers Advisor from Year 9 onwards. Even when young people have left us we are still here to help and give advice to them, their families and to their next educational institution.

Some of our most vulnerable students for whom we know leaving school and planning next steps will need even deeper consideration and care might also be invited to join our 'Foundation Studies' programme. This is a life skills course that runs in KS4 and helps prepare students for the world of work or college. Usually, this is offered to the Longhill statemented/EHCP students that we think will benefit from a longer lead in to 'life beyond Longhill'. There is a special Foundation Studies option just for the Facility students and we usually strongly advise those students to take this to continue with specialised intervention packages.

Funding for SEN and the LEA

The Local Authority funds schools in two ways to support their SEN provision. Each individual school receives their own SEN funding from the Local Authority. In addition, the Local Authority provides funding to individual schools as a top up fund linked specifically to students with complex provision.

The Special Facility has separate ring-fenced funding arrangements with the Local Authority.

The SENCO is part of the school's senior leadership team (SLT) and works with the team to ensure that the funding is distributed to have the greatest impact on our SEND pupils. The SENCO also line manages the special facility co-ordinator. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst our community and have direct accountability for the monies spent on all learners and their needs.

Support for improving emotional and social development (SEMH)

Longhill provides support for emotional and social development of all students, including SEND students and those in the special facility. Such support may be in the form of students seeing the school counsellor, the school nurse and interventions from Learning Mentors. Heads of Year also liaise with the SENCO to determine if a student needs additional emotional or social skills support and if so, students can access a series of time limited 121 interventions, delivered by experienced TA's for Anger Management, Social Skills or Self Esteem. In some cases, individuals or families may also be in receipt of support from specialist outside agencies such as CAMHS or the ASCSS. In such cases we will work to ensure we follow the expertise of such agencies, translating their guidance into a workable in-school format, as far as is possible.

Anti-Bullying

Longhill High School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong values. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. More information about our approach to this can be found in the SEND Policy. For more information about how our school responds to all bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

Handling Complaints from parents of students with SEN

It is the aim of the Learning Support department to provide excellent support to all young people with additional needs and to work in partnership with parents and carers. If any Parent/Carer has concerns, we encourage these to be shared as swiftly as possible in person, via telephone or via email. Such issues will always be given thorough and prompt consideration. If the department is unable to resolve the issue to the satisfaction of those concerned or the parent/carer wishes to make a complaint regarding their Child's Special Educational Needs, this process should be followed:

- Raise initial concerns with Key Support Teacher/Special Facility co-ordinator as appropriate. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the relevant Assistant Head. Virtually all problems or concerns are resolved by this stage.
- If conflicts cannot be resolved by discussion with the Key Support Teacher and the subsequent discussion with the Assistant Head, the Headteacher should be involved.
- If, following a meeting with the Headteacher concerns persist, arrange a meeting with the SEND governor through writing to the Clerk to Governors.
- In the unlikely event that concerns are still unresolved, a meeting with a sub-committee of governors can be convened.
- If no resolution has been possible, a full governors meeting can hear the issue and help us work towards a solution.
- If there are still unresolved issues, contact may be made with LEA/Regional Disagreement Resolution Services

Staff- Key staff working with students with SEN are as follows:

Assistant Headteacher & SENCO: Ms Rachel George. School senior strategic lead on SEND. Responsible for monitoring the progress and wellbeing of all students on the SEND register. Responsible for the leadership, line management and day-to-day running of the Learning Support department; TA deployment and training; whole school SEND advice and support; liaising with feeder schools; progress and inclusion of all students with SEND; identification of students with SEND, liaison with parents, students and outside agencies; Line management of the Special Facility. Member of the Local Authority SEN Strategic Panel, Co-trainer of new SENCOs in Brighton & Hove. Responsible for development of NQT's and Initial Teaching Trainees in respect of SEND at Longhill and on an occasional basis for the University of Brighton.

Deputy SENCO KS3: Miss Julia Douglas. Responsible for assisting the SENCO with implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents,

students and outside agencies, providing support and training for all school staff on SEND needs.

Departmental responsibility for

- KS 3 Interventions, tracking & data
- Primary transition & training re Yr 6 into 7
- KS3 schemes of work (including 121, SEAL, AM etc)
- Training, QA and support of special studies
- Training and support of TA's undertaking SS
- Liaison with ASC service
- Liaison with SALT/SLSS
- Caretake One Stop Shop
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Deputy SENCO KS4: Mrs Siobhan Hewitt . Responsible for assisting the SENCO with implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies

Departmental responsibility for

- KS4 interventions, tracking and data
- College transition (applications, training, NEET oversight)
- KS4 Schemes of work (including 121/college programmes etc)
- Training, QA and support of Foundation Studies
- Exam concession assessments Exam organisation, invigilation and training
- Liaison with OT, Physio, Medical, SNS

Learning Support Teacher: Mrs Charlotte Salmon Responsible for assisting the SENCO and Deputy SENCOs with implementation of the school's SEND policy, management of specific cases of SEND, acting as Key Support Teachers to certain members of our school community. Assisting the team with progress and inclusion of all students with SEN, identification of students with SEND, liaison with parents, students and outside agencies. Providing advice and training for selected school staff on SEND needs.

Special Facility Coordinator: Ms Helen Jones Responsible for assisting the SENCO with implementation of the school's SEND policy. Responsible for monitoring the progress and wellbeing of all students in the Special Facility. Responsible for the line management and day-to-day running of the Facility; TA deployment and training; whole school SEND advice and support in respect of students in with SpLD; liaising with feeder schools; liaison with parents, students and outside agencies for SF students.

Special Facility teachers: Ms Barbara Sauer & Ms Surinder Kaith Responsible for assisting the Special Facility Coordinator with implementation of the school's SEND policy, management of specific cases of SEND in the SF, acting as Key Support Teachers to certain members of our school community. Assisting the team with progress and inclusion of all SF students, identification of students with SEND, liaison with parents, students and outside agencies. Providing advice and training for selected school staff on SEND needs. Please note Ms Sauer is also School lead on EMAS

SEND Administration: Mrs Teresa Brown.

Learning Support Assistants: Working with SEND students both in-class and on intervention programmes.

SEND Governor: Mr Chris Allmey

Please note all teaching staff contacts are listed on the school website.

Appendix 1:- External Support

The school aims to work in partnership with other agencies in order to provide an integrated support package based on the needs of the student. The main external support agencies used by Longhill include (*this is not an exhaustive list*):

- **The Educational Psychologist-** *An Educational Psychologist is allocated to the school and makes regular visits to assess identified students. The Educational Psychologist also may attend monthly All Agency Meetings. Work is allocated and then carried out in conjunction with the SENCO.*
- **The Child and Mental Health Service (CAMHS)** *Referrals are made to either Tier of CAMHS through a central entry point. These happen through school or another agency submitting a referral form on an individual basis. There is an out of hours advice line for staff and parents who have a serious concern about a student's mental health. Tier 2 CAMHS offers short term intervention for a range of mild to moderate needs and works flexibly, often in the school or family home. Tier 3 is for moderate to severe or longer term needs and works out of The Aldrington Centre in Hove. There is also a specialist Tier 4 inpatient section of CAMHS, allocated through the Tier 3 service or A&E for young people in extreme crisis.*
- **YES (The Youth Employability Service)-** *works with students who have a Statement or an EHCP from Year 9 onwards, to advise over college, apprenticeships and next steps.*
- **The School Nurse-** *We have regular contact with the School nurse who comes into school weekly. There is an input to Annual Reviews if appropriate and the School Nurse attends All Agency Meetings. School staff, parents and students can all refer and advice can be given over a wide range of needs including smoking-cessation, weight management and health based queries.*
- **The Educational Welfare Officer-** *The school's Educational Welfare Officer has regular contact with each head of House and also the LS department as needed. The EWO can conduct home visits and offer advice over attendance and other welfare related issues. The EWO also attends All Agency Meetings.*
- **Ethnic Minority Achievement Service-** *Although English as an Additional Language does not mark a child out as having special needs, liaison with this service is conducted through the Learning Support department.*
- **Autistic Spectrum Condition Support Service-** *A specialist teacher is attached to the school and works closely with all students who have an ASC diagnosis. Liaison is through Key Support Teachers and SENCO. Training is run for teaching staff in respect of different facets of ASC inclusion. They are not able to work with students unless there is already a diagnosis.*
- **Speech and Language Support/Therapy Service-** *A teacher is attached to the school and works closely with all students who have a Speech and Language Statement or is diagnosed with a Communication & Interaction need at 'SEN School Support'. Liaison is through Key Support Teachers and SENCO. A speech and language therapist visits in accordance with the needs of the individual students. Liaison is through the SENCO.*
- **Occupational Therapy-** *this service works with children and young people to help develop and increase the skills they need to use in their everyday lives. Usually this is through play and activities at home or school. Referrals usually involve the child attending a clinic at*

Seaside View or school to assess for areas of difficulty. A report will be written identifying any area in which the child needs help. Advice may include activity programmes, how to adapt tasks to the child's ability and advice and provision of equipment. Referrals are made via Seaside View by health or educational professionals e.g. school nurse, GP or SENCO.

- **Physiotherapy-** physiotherapists help with children's movement skills and physical mobility with the aim of improving their independence and function. In Brighton & Hove there are two physiotherapy services working with children and young people in the city. One service is based at Seaside View Child Development Centre. They are part of the Integrated Child Development and Disability Service. they generally treat children with complex needs and/or developmental difficulties. The other is based at the Royal Alexandra Children's Hospital and provides in-patient care, as well as out-patient management of respiratory, musculoskeletal and rheumatological conditions. These services give advice to school via the SENCO. Named Physiotherapists often visit the school and can provide specific advice about in-school adaptations.
- **Sensory needs service** - Visits from this service deal with identified students who have visual and/or hearing needs, such as those who are registered blind or have significant visual difficulties that glasses alone cannot solve. They also work with students who have a significant degree of hearing loss. Some of these students may wear hearing aids, radio mikes or have cochlear implants. Liaison is carried out through the SENCO. Observations and recommendations to class teachers are also part of this service and in-school training over particular student's needs is also conducted.
- **MASH (Multi-Agency Safeguarding Hub)-** Liaison takes place with MASH/Social Services where it is appropriate. Information is requested for annual review of statements. Social Workers may be invited to attend All Agency Meetings for individual cases where appropriate. If a referral needs to be made to MASH in respect of serious concerns over a young person's wellbeing then this will be conducted following the procedures outlined in the school safeguarding policy. Such referrals are always shared with the family unless there is a compelling reason to believe doing so would endanger the young person. Please see safeguarding policy for full details.
- **Complex Needs Outreach Service-** The expertise of some of our special schools in Brighton can be accessed through an outreach programme, Advice over the inclusion of students with significant physical disabilities and needs can be accessed through Hillside Special School. Advice over inclusive teaching for those with high level MLD can be accessed through the Cedar Centre or Down's Park. Down's Park also offers an attachment support service to schools. These services are offered to school staff and usually form part of a training offer shared between schools.
- **The Local Authority:-** Longhill has a named link or 'casework officer' who we work with closely. At present this is Mrs Angela Robson and she can be contacted via the SEN Team at Brighton & Hove City Council on 01273 290000. Mrs Robson will be our link for any reviews of Statements of SEN/EHCP or for any new applications for EHCP's.

Appendix 2- Glossary of SEN/D information

Glossary SEN of terms and acronyms

| Term | Description |
|---------------------|--|
| ADHD/ADD | <p>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder</p> <p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Students with ADD/ADHD may be:</p> <ul style="list-style-type: none"> • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention. |
| ASD | <p>Autistic Spectrum Disorder (ASD)</p> <p>Students with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none"> • understand and use non-verbal and verbal communication • understand social behaviour • think and behave flexibly. <p>These difficulties may affect the student’s ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine.</p> |
| CAMHS | <p>Child and Adolescent Mental Health Services</p> <p>Support services for students and families requiring support to cope with SEMH or to diagnose conditions such as ASC, depression, anxiety, ADHD. Tier 2 are for moderate difficulties and work out in the community. Tier 3 work through clinics and can provide diagnoses. TAPA (Teen to Adult personal Advisers) work with young people aged 13-25 who struggle to engage with ‘traditional’ mental health services.</p> |
| C & I | <p>Communication & Interaction- An umbrella term under the new CoP that covers issues such as speech and language needs, ASC spectrum needs.</p> |
| C & L | <p>Cognition & Learning- An umbrella term under the new CoP that covers issues such as dyslexia, dyspraxia, MLD needs.</p> |
| CP/CIN | <p>Child Protection (plan)/Child in Need Plan- Terminology used by Social Care to indicate where a child or a family may need extensive support or there may be a level of risk of harm to the welfare of young people.</p> |
| Dyscalculia: | <p>Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p> |
| Dyslexia | <p>Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas.</p> <p>Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words.</p> |
| Dyspraxia | <p>Dyspraxia impairs the ability to coordinate and organise movement.</p> <p>Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.</p> |
| EAL | <p>English as an Additional Language</p> <p>Recorded as yes or no on SIMs and the data sheets. For details of the student’s first language, please see section of SIMs entitled ‘first language’. Supported by EMAS in school (Ethnic Minority Achievement Service).</p> |

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| EHCP | Education, Health and Care Plan |
| EP | Educational Psychologist An EP provides detailed assessments for student with complex needs. The assessments include recommendations for differentiating work to meet the student's needs. An EP may also provide on-going support in the form of training for staff, modelling of one-one or groupwork with students or consultations with staff and parents. |
| EWO | Educational Welfare Officer Practitioner monitoring students with persistent absence from school. Also able to support parents with ideas and strategies they can use to increase attendance. |
| GDD | Global Developmental Delay Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth- 18 yrs. |
| HI | Hearing Impairment Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. |
| KST | Key Support Teacher Provides a link between the main school and the student's special needs. Each child on Longhill's SENIMS register has a KST allocated and this person should be the family's 1 st port of call with an SEN issue. Can provide bespoke literacy support to student within small groups. Also supports in class and advises mainstream colleagues of ways to include young people with significant or complex needs. Part of the Learning Support Department |
| LAC | Looked after Children Child placed in foster placements, apart from their family and in the care of Local Authority. A child can be looked after for numerous reasons, including for short term periods. |
| MLD | Moderate Learning Difficulty Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills |
| MSI | Multi-Sensory Impairment Students with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf-blind but may have some residual sight and/or hearing. |
| Multi-sensory learning | Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands – on) and saying (oral kinaesthetic). |
| OT | Occupational Therapy/Therapists Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer. |
| PD | Physical Disability There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support. |
| PEP | Personal Education Plan Plans for Looked After Children addressing education and welfare needs. |
| RJ | Restorative Justice Behaviour management strategy supporting students to understand how to resolve conflict appropriately. |

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| SALT | Speech and Language Therapy/Therapist Practitioner providing assessment and support student to develop language and social skills. SALT works with students with ASD or students with speech, language or communication difficulties presenting a barrier to learning. |
| SEMH | Social, Emotional and Mental Health Examples of difficulties falling into this category are Attachment Disorder, ADHD, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Students who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category. Students with a diagnosed mental health need such as depression, low mood, anxiety, eating disorder etc also fall into this category. |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or Disabilities |
| SENCO | Special Educational Needs Coordinator |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| SEN Status | Tiered indication of level of support a student should receive. N – No SEN need K – SEN Support: the category that replaces SA and SA+ from September 2014. (Most closely aligned with ‘old’ SA+) K(NSA) – SEN Support (No Specialist Assessment). The category most closely aligned with ‘old’ SA. Indicates a young person is evidencing a need but there is no formal diagnosis. S – Statement of Educational Need: student has been through ‘old’ SA and SA+ steps and now has a legal entitlement to support funded by the LA. Student has complex or severe needs and requires a high level of tailored support in order to make progress. EHCP – Education Health & Care Plan- the legal terminology that replaces ‘statements’ from September 2014. ST’s will be transitioned into EHCP’s between now and 2018. EHCP’s can be applied for between 0-25years. |
| SLC | Speech, Language or Communication Need Students with SLC have difficulties using and understanding expressive, spoken or language. Student may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. Difficulties understanding language usually persist into adolescence and adulthood. Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction. |
| SLD | Severe Learning Difficulty (SLD) Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. |
| SpLD | Specific Learning Difficulties E.g. Dyslexia, Dyscalculia and Dyspraxia. |
| TA | Teaching Assistant |
| TAC/ CAF | Team Around the Child or Common Assessment Framework Multi-agency intervention for students who are receiving external safeguarding support |
| VI | Visual Impairment (or vision impairment) Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss. Does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. Covers a wide spectrum of different impairments. |
| Working memory | Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc |

Table of Terminology Changes from Previous Codes to Code of Practice 2015

| New Terminology/On SIMS as | | Definition | Old Terminology/On Sims as | |
|-----------------------------------|----------------|---|---|------|
| Communication & Interaction | CI | Children/young people with difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand/use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. | Speech, language & communication needs | SLCN |
| | | | Speech & language | SL |
| | | | Autistic Spectrum Condition | ASC |
| | | | Autistic Spectrum Disorder | ASD |
| Cognition & Learning | CL | Support may be required when children/young people learn at a slower pace than their peers, even with appropriate differentiation. This covers a wide range of needs, where children are likely to need support in all areas of the curriculum, those who also have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. | Moderate Learning Difficulties | MLD |
| | | | Specific Learning Difficulties | SpLD |
| | | | Severe Learning Difficulties | SLD |
| | | | General Learning Difficulties | GLD |
| Social, Emotional & Mental Health | SEMH | Children/young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. | Behavioral, Emotional & Social Difficulties | BESD |
| Sensory and/or physical | VI HI PD | Some children/young people require special educational provision because they have a disability which prevents or hinders them in making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children/young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers. | Hearing Impairment | HI |
| | | | Visual Impairment | VI |
| | | | Profound and Multiple Learning Difficulties | PMLD |
| | | | Physical/Medical Difficulties | PMD |