



NAME OF POLICY **Special Educational Needs Policy**
TYPE OF POLICY **Statutory**

Linked with or used in conjunction with the following policies:

SUMMARY OF CONTENTS

Member of Staff Responsible/Author

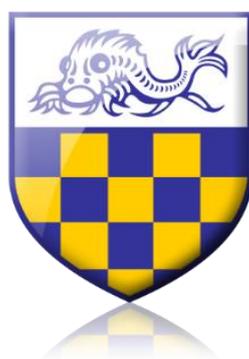
Ms R George

Date of last review/update	Date last Ratified	Next Review Date	Due at SLT Date	Due at Committee	Date Ratified by FGB
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SPECIAL EDUCATIONAL NEEDS

POLICY DOCUMENT

December 2014



LONGHILL SCHOOL

'Determined to be the best we can'

Statutory Compliance and Guidance

This policy has been produced by the school SENCO in liaison with the SLT, school staff and a volunteer group of parents of pupils with SEND, through a set of interactive workshops. Student voice has been captured through a set of interviews and forums with our young people. Our policy has truly been co-produced in the spirit of current reform.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the recommendations of NASEN (the National Association of Special Educational Needs). It has also been written with regard to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (July 2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
- *The National Curriculum in England framework document Sept 2013*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards 2012*

Ms. R. George Assistant Headteacher/SENCO

Key Contacts

Role	Name	email	Phone number
SENCO & Assistant Head	Ms R George	rgeorge@longhill.org.uk	01273 304086 ext 650
Assistant Head Pastoral & Inclusion	Mr M Kelly	mkelly@longhill.org.uk	01273 304086 ext 709
Deputy SENCO	Miss J Douglas	jdouglas@longhill.org.uk	01273 304086 ext 615
Learning Support Teacher	Mrs S Hewitt	shewitt@longhill.org.uk	01273 304086 ext 615
Learning Support Teacher	Mrs C Salmon (not Weds)	csalmon@longhill.org.uk	01273 304086 ext 615
Special Facility Coordinator	Ms H Jones	heljon@longhill.org.uk	01273 304086 ext 615
Special Facility Teacher	Ms B Sauer	bsauer@longhill.org.uk	01273 304086 ext 615
Special Facility Teacher	Ms S Kainth (not Fri)	skainth@longhill.org.uk	01273 304086 ext 615
Learning Support Admin Assistant	Mrs T Brown	tbrown@longhill.org.uk	01273 304086 ext 615
SEN/D Governor	Mr C Allmey	chris.allmey@longhill.org.uk	Via head's PA 01273 304086 ext 662
Designated person/ Safeguarding Lead	Ms F Barton	fbarton@longhill.org.uk	01273 304086 ext 608
LEA SEN/D Link- casework Officer	Angela Robson	angela.robson@brighton-hove.gcsx.gov.uk	01273 293488
AMAZE Parent Support network	Community Base 113-117 Queen's Road Brighton BN1 3XG	n/a	Tel: 01273 772289
Link to Longhill's Local Offer:- http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/longhill-high-school-how-we-meet-sen-needs			
More information, including a link to our SEN Information Report can be found at:- http://www.longhill.org.uk/school-information/send/			

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Section 1- Introduction & Our Philosophy

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well at school and in college, and lead happy and fulfilled lives.

Our School-wide Vision

We are Longhill, a learning community: students, staff, and families; together and individually.

Longhill's commitment to you:

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

In July 2014, the Secretary of State issued a new Code of Practice for Special Educational Needs & Disabilities (SEND) giving guidance to LEA's and to governing bodies of schools on their duties and responsibilities towards children with Special Educational Needs. This document provides statutory guidance relating to part 3 of the Children's and Families Act of 2014 and has gained Royal assent.

This new legislation builds upon the principles and practices set out in the 1993 Education Act and the 1981 Education Act, a historic document which first established the principle of Special Needs.

The duty to have regard to the Code began on 1 September 2014.

The new CoP builds on previous legislation by continuing to review and develop :-

- high expectations for children with Special Educational Needs
- inclusion of children with Special Educational Needs within mainstream schooling
- support for parents and guardians of children with Special Educational Needs
- practical support and review of the Education Health and Care Plans procedure from 0-25 years
- opportunities for staff development in Special Educational Needs and
- partnership of all those with a contribution to Special Educational Needs, including new principles for person-centered approaches and co-production of avenues from policy to individual practice.

The approach outlined above seeks to improve the achievement of children with Special Educational Needs & Disabilities and Longhill School is committed to this approach.

In the main these are

- the development of a waves of intervention model
- the identification of Social Emotional and Mental Health as needing special consideration under Equalities duties with regard to access to curriculum and the implementation of any sanctions
- the school-wide expectation that the standard practice of differentiation for learning needs will be supplemented by and in some cases replaced with differentiation for social, emotional or mental health needs
- the adoption of a cycle of ‘assess, plan, do, review’ in regard to SEN(D) processes, school wide.

The Children’s and Families Bill 2014 highlighted the need to

- engage more collaboratively with parents
- provide a clear and transparent system of provision
- provide a clear focus on outcomes for children with SEN
- ensure ‘all teachers are teachers of *all* children’

Longhill have revised their policy in the light of these findings. The main objectives of the new policy are:-

1. To identify and provide for pupils who have special educational needs, disabilities and other associated additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils, helping them attain a fully inclusive ethos and practice.
5. To provide high quality intervention and support to those pupils within our care who fall under the jurisdiction of this policy either short or long term, helping them be the best they can.
6. To be responsive to pupil and parent voice, collaborating effectively to ensure the best provision for our young people.

This new document has been agreed and developed with parents, students, staff and the governing body in the spirit of the new legislation relating to co-production and active involvement.

1.2 Definition of Special Educational Needs and Disability (SEN/D):

“Inclusion is a process that maximizes the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning. All schools, whether special or mainstream, should reflect a culture in which the institution adapts to meet the needs of its pupils and is provided with the resources to enable this to happen.”

(Baroness Warnock 2003)

Longhill School is committed to the challenge of ensuring all our students have the opportunity to be the very best they can. All of our students will require some form of additional support for this to happen at one time or another, whether it is negotiating minor subject difficulties or help with the pastoral side of schooling.

For a significant section of our school population, sustained and skilled support, outside the care that is provided for all pupils will be required. These are the students who we would classify as having a special educational need.

Students have special educational needs if they have a *difficulty accessing the curriculum*, either on a temporary or more long-term basis, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning, in comparison with the majority of children of the same age.
- Have a disability[§], which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Students who experience difficulty in accessing the curriculum may also have a particular gift or talent in some areas.

Special Educational Provision may be triggered when students fail to achieve adequate progress, *despite* having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

- *Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*
- *§ See 'definition of disability' at end of this policy.*

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

We recognise that there is a wide spectrum of special educational needs and that they are sometimes inter-related. Some special needs are life-long and some are shorter term. It is our aim as a school to provide support for all. Our Learning Support and Inclusion departments specialise in giving additional support to those students identified as having special educational needs and/or disabilities.

These needs have been categorised by the new CoP 2014 into four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Behaviour is no longer recognised as a learning need, merely as a symptom of other needs. Therefore no child should be on the register for behaviour alone- the 'social, emotional and mental health' strand will cover some of this.

There is a new duty to work out the communication behind behaviours; so for some students, their needs may be better determined to fit one of the other categories, with a recognition that emotional and social needs may be a subsidiary factor.

Mental health is for the first time acknowledged as a significant and educationally impactful need- this is soundly welcomed and there will be new statutory duties on health (including CAMHS) to engage with/advise education.

Within all these four areas of need, the presentation can range from the mild to the severe. It is common for students to experience difficulties in more than one area. The learning difficulties will often reflect a mis-match between what the student is willing and able to learn and what s/he is asked to do and how s/he is asked to do it. Differentiation and/or adaptation in the classroom and potentially in other areas of school life will be essential to create equality of access.

In considering what is SEN, it is equally important to consider what is **NOT SEN** but may have an impact on progress and attainment. The descriptors below do not qualify a young person to be automatically entered onto the SEN/D register, although it is obviously possible for students to be both on the SEN/D register AND fit one or more of the categories below;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Having a medical condition

Please note that all of the above will have particular representation within other policies within school. A list of these can be found at the end of this policy.

1.3 Special Educational Needs/Disability Support [Provision] shall be defined as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:-

- *Has significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of the facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (Code of practice 2014, p4)*

This provision is achieved through:-

1. Identifying and assessing individual student's needs.

2. Reporting of students' needs to all members of school staff.

3. Providing an appropriate curriculum, taking into account;

- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

4. Delivering an appropriate curriculum, taking into account;

- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.

5. Providing learning support through;

- Contributing at a strategic level to curriculum development
- Support-teaching directly to students
- Providing modelling/coaching regarding support techniques to staff
- Organising bespoke training regarding individual students
- INSET with regard to types of need, suggested strategies and new developments for a range of audiences.
- Deploying well trained teaching assistants to act as ‘expert bridge builders’ between the needs of the student/class and the key learning intentions
- Organising a range of interventions to meet and address a range of needs
- Contributing to school systems of monitoring, evaluation and review
- Helping staff develop a ‘continuum of special need assessment’ to feed into whole-school monitoring, planning and review
- Conducting specialist assessments of need to inform teaching approaches and benchmark progress.

6. Using outside agencies where necessary and appropriate.

7. Monitoring individual progress and making revisions where necessary.

- 8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.**
- 9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.**
- 10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.**
- 11. Supporting teaching assistants and teachers in working together effectively.**

Section 2: Structural Arrangements

2.1 Key Staff

SENCO:	Ms R. George BEd (Hons) Maths & Performance Arts MA (Ed) Special Educational Needs and Literacy
Inclusion Co-ordinator:	Mr M. Kelly BA (Hons) QTS
Deputy SENCO:	Miss J Douglas BA Psychology PGCE
Learning Support teachers:	Mrs S Hewitt (F/T) BA (Hons) Geography PGCE Level 5 Unit, Developing Spelling skills in learners with Dyslexia Mrs C Salmon (P/T) BA (Hons) Dance Major & related Arts Minor PGCE
Special Facility Co-ordinator:	Ms H Jones Bed (Hons) Diploma in Special Needs Certificate in Sounds Write Synthetic Phonics.
Special Facility teachers:	Ms B Sauer BA (Hons) Applied Language Studies Hornsby Postgraduate Diploma in Specific Learning Difficulties Certificate in Sounds Write Phonics Programme Ms S Kainth (P/T) BA Hons in Religious Studies & English, PGCE Religious Studies Secondary, Certificate in Sounds Write Phonics Programme
Learning Support Admin Assistant:	Mrs T Brown

The above staff are assisted in their endeavours by a range of Teaching Assistants working at a range of grades, in response to student need.

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given

below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

The Governing Body are responsible for:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes securing appropriate provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- Allocating a link SEN/D Governor(s) to ensure all governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher is responsible for:

- Setting objectives and priorities in the school development plan, which includes those to support and develop SEN/D attainment, achievement and provision.
- Retaining overall line-management/oversight of provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body of any key changes/adaptations required to facilitate SEN/D inclusion.

The SEN Coordinator is responsible:

- To the Headteacher for the day-to-day management of SEN/D provision and the day-to-day operation of the policy.
- For disseminating information and raising awareness of SEN/D issues throughout the school.
- For managing and developing the roles of Learning Support Teachers and Teaching Assistants, through training and Appraisal/PM.
- Coordinating the process for internal/departmental screening and identification of SEN/D students.
- Co-ordinating the referrals to and results of external agency screening and identification of SEN/D
- Co-ordinating special provision for students as a result of such assessments.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring Pupil Profile Sheets for those receiving specialist intervention in the Learning Support Department, with high level SEN/D
- Assisting in the drawing up, reviewing and monitoring of pupil profile sheets for lower level SEN/D students, as required.

- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEN/D resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries, student destinations and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

Subject Leaders/Heads of Department are responsible for:

- Ensuring appropriate inclusive curriculum provision and delivery is clearly stated in their schemes of work and that this is carried out in practice.
- Raising awareness, of school responsibilities towards SEN/D within their team of staff
- Having regard to SEN/D students and the effect any changes of course/exam body/assessment methods etc may have on their successful inclusion
- Taking all necessary steps to ensure their curriculum is accessible to the full range of learners, including monitoring departmental differentiation when conducting work scrutiny and Learning Walks across their department
- Proactively seeking advice over such matters as curriculum design, differentiation, target setting and the adaptation of learning for the full range of learners in their subject from the Learning Support department when the need arises
- Promptly sharing any instances where it is believed underperformance of a student/students could be as a result of a previously undiagnosed SEN/D with the Learning Support department, using the 'Continuum of SEN/D Assessment' as a tool to support this.
- Managing the options process in as inclusive a manner as possible, ensuring the range of courses offered matches the needs of the student population
- Ensuring appropriate teaching resources for students with SEN/D are purchased from school capitation.
- Ensuring any requested exam concessions are forwarded to the department in good time
- Ensuring the correct application of those exam concessions in all formal/semi formal assessment opportunities as relevant.

- Raising any concerns over the deployment of/practice of the Learning Support team with the SENCO

“All teachers are teachers of special needs”; ‘All teachers are teachers of all children’ (Code of Practice 2014), therefore, ALL teaching staff are responsible for:

- Being fully aware of the school’s procedures for SEN/D.
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Profile Sheets are considered in lessons and include appropriate suggested strategies from the SENDIMS register.
- Proactively seeking advice over such matters as differentiation, target setting and the adaptation of learning for the full range of learners in their subject from the Learning Support department when the need arises
- Promptly sharing any instances where it is believed underperformance of a student/students could be as a result of a previously undiagnosed SEN/D with the Learning Support department, using the ‘Continuum of SEN/D Assessment’ as a tool to support this.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Raising individual concerns to the appropriate Key Support Teacher from Learning Support and/or the SENCO.
- Ensuring any requested exam concessions are forwarded to the department in good time
- Ensuring the correct application of those exam concessions in all formal/semi formal assessment opportunities as relevant.
- Raising any concerns over the deployment of/practice of the Learning Support team with the SENCO

Teaching Assistants within the Learning Support Department will be responsible for:

- Assisting the Learning Support Teachers in disseminating information and raising awareness of SEN/D issues throughout the school
- Supporting students with SEN/D, interacting with them according to individual need and using the recommended best practice guidelines for support
- Supporting students in the wider school population when the occasional need arises and promptly alerting the class teacher and/or the Key Support Teacher if concerns that could indicate a previously undiagnosed SEN/D present themselves.

- Work with small groups in or out of the classroom, under the direction of the class Teacher
- Reporting back to the class teacher any progress anomalies and sharing where unusually high level support for that student may have been required, indicating the learning is not yet secure
- Planning and delivering individualised programmes where appropriate.
- Assisting in monitoring progress against targets using recommended targets/strategies from the school's SEN/D processes such as the SENDIMS register and/or Pupil Profile Sheets
- Assist with drawing up Learning Support individual plans for students and supporting Pupil Profile sheet development, as required.
- Contribute to the Annual Review progress, either in person or with a verbal or written report as requested by the Key Support Teacher.
- Support students on Educational Visits, as required.
- Jointly planning with teachers, where appropriate.

Other Agencies shall be responsible for;

- Communicating SEN/D issues to and from the school via the senco or a designated member of the Learning Support team.
- Promptly sharing any concerns over school or individual staff practice with the SENCo so that appropriate support and advice can be given to that member of staff
- Raising awareness of any relevant SEN/D issues at Departmental / School meetings.
- Giving guidance over keeping departmental documentation and practice up to date.
- Attending meetings as required.

2.3 Admission Arrangements

Full details of the admission arrangements are outlined in the school prospectus. Please note the Special Facility has it's own admissions process through the Statementing/EHCP process and is under the control of Brighton & Hove, not the school

- In keeping with the Brighton and Hove Admission Policy, the same admission arrangements are made for all students to Longhill High School, with the exception of Special Facility students (see below)
- Children with Special Educational Needs are admitted to Longhill High School without prejudice.
- In order to best plan to meet the needs of students, we welcome information from parents or carers about a child's specific needs.

- The LEA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child.
- Prospective parents can attend tours of the school year round.
- Thorough liaison takes place between the SENCO and feeder schools for students with SEN. With students who have complex needs, this process can start as early as October of the year prior to entry. Longhill school Inclusion and Learning Mentors work within each of the main feeder schools from February of each year onwards to build relationships with students with additional needs and provide support through the transition and transfer process. This work is coordinated with the liaison of the SENCO and Head of Yr 7 and feeds directly into the structuring of our mixed ability teaching groups for students in Yr 7. This support is then also made available to students with additional needs to help them settle into life at Longhill and to thoroughly inform staff of student need.

Admission to the Special Facility

There are currently up to 14 places in total, across all school years in our Special Facility for students with severe Specific Learning Difficulties (dyslexia). These places are allocated to statemented students/Students with an EHCP from Brighton and Hove on the basis of recommendations from the Primary School, Educational Psychology Service, senior casework officers and other LEA agencies. The Special Facility places are not allocated by the school .

2.4 Inclusion

At Longhill, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.41 Bullying & SEN/D

“While bullied children will not be routinely considered as requiring SEN support, schools and local authorities should provide support in a proportionate and tailored way to meet individual needs. The new SEND code of practice: 0 to 25 years considers that developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support, and this can include the needs of bullied children”

Vulnerable Pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied and Longhill have a specific Anti-Bullying Policy which details exactly how the school responds to such incidents. For more information, please consult the policy.

The school are committed to being alert to the effect bullying can have and being especially alert to where it may have a severe impact. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Therefore counselling and education on aspects of bullying, including e-safety can help.

Longhill are particularly sensitive to the needs of our vulnerable learners. Many young people joining the school fear that having extra support in the classroom may make them vulnerable to bullying. We are pleased to report this is not the case.

At Longhill we have a high ethos support and care and a significant number of young people receive additional support in the school for a variety of reasons. Therefore, this is something students are used to seeing. Having additional support is part of our school culture and is therefore normalised. Additionally, our support staff receive special training about how to offer support in an inclusive and discrete fashion. If students or their families ever feel our support is contributing to any negativity for their child we would want to know immediately so we can work together to make things better.

We are also aware as a school that some young people with particular needs (meaning they may be more readily perceived by others as different) are at a higher risk for bullying. Our Anti-Bullying Policy covers in more depth how we address this but as a Learning Support Department, we have sometimes run special training sessions for small groups of peers, class groups or even whole school assemblies to raise awareness of difference and diversity in a positive light. Education of our school community to help them embrace a diverse culture is a responsibility the Learning Support Department take seriously and we have engaged various specialist agencies such as the RNIB, ASCSS and MIND to help us increase knowledge of key issues.

There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Addressing the needs of pupils who are bullied

In some cases, young people who have been the victims of bullying may require short or medium term support from the Learning Support Department. Such interventions as social skills support, circles of friends and lunch-time social club have positive track records of success in helping young people make new friends, repair relationships and increase their resilience. A referral to our in-school counselling service can also be beneficial.

The exact nature and level of support offered will depend on the individual circumstances and the level

of need. These can include a quiet word from a teacher or Learning Support staff member that knows the pupil well; asking the pastoral team to provide support; providing formal counselling; engaging with parents; referring to local authority children's services; completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS). Such issues will usually be raised through the bi-weekly Year Business Meeting so the pastoral teams can coordinate what to do.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, mental or emotional health difficulties. In such cases, the pastoral/Year team will engage with the SENCO to ensure they make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. This will be through the Year Business meeting or sooner, if the need is intense and sudden.

If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then the school will consider whether the child will benefit from being assessed for SEN and receiving longer term, formalised input from the department.

In July 2012 the cross Government *No Health Without Mental Health: Implementation Framework* was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing. Our Anti-Bullying policy has regard to this.

Section 3: Identification, Assessment and Provision

3.1 Identification

The Code of Practice suggests that *“pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching that is appropriate”*. Pg. 88 Section 6.37 onwards. Longhill School has an ‘SEN/D Continuum of Assessment’ specifically to advise staff of the key points at which in-school adaptation may need exploring as a special educational need. All teaching staff must have regard to this.

There are several ‘routes’ that lead to recording pupil’s needs on an SEN record or register, these are the criteria and process we use for “entering” a pupil on this record;

1. A Student transfers with ‘known needs’ in the category of ‘SEN Support’ from either a feeder primary school or within the secondary age phase.

We conduct liaison with the previous school to ascertain the extent of needs and what works to support the young person. We make a ‘like for like’ transfer’ onto our SEN/D register and use our best efforts to replicate provision. In the first half term we may carry out in-school assessments to see if the needs remain evident although in some cases, young people will have been thoroughly assessed already with ample evidence in school files. The SENIMS register is then updated towards the end of the first term and any proposed changes are discussed in advance with parents and the young person, then communicated to staff. *Please also see the ‘primary liaison’ section below for more details.*

2. A need seems to arise once the student is already on role

If a member of staff has followed the SEN/D Continuum of Assessment guidance, they will know when to ask the department for support. All Learning Support staff have specific ‘Student assessment’ slots on their timetable so that any such needs can be investigated promptly. These initial assessments should be possible to carry out within no more than two weeks, unless we have unusually high demand. Only when something appears to be complex or requires an external referral will families or staff have to wait longer in order to have initial queries answered. We also have a proactive team of support staff, including teachers, who work in classes with our learners. These staff may sometimes see the young person in several subject areas and will therefore quickly be able to spot if something might be wrong. *Please see the section below on ‘Initial Screening’ which covers this process in more detail*

3. A student is on the register for one type of need but there is a concern they may have additional needs.

Just because a student has one need this does not mean staff should stop being vigilant. It is quite common for students to have a profile suggestive of more than one need and Longhill are well placed to be able to plan and intervene with this. We have a set of provisions that can be combined into bespoke packages to best meet a range of needs. *Please see our Provision Section for more information. Any new concern arising would also be treated as an ‘Initial Screening’ with a short wait time for the young person to have initial investigations completed.*

It is important to note that even when a need has been diagnosed, that teachers are and remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN/D. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school has a variety of mechanisms in place to check the quality of teaching, planning, assessing and reviewing of pupil progress. This is analysed by trend, including ability level, postcode, SEN etc to allow the school to identify if additional support and training is required for staff; be that at an individual, departmental or whole school level. Such mechanisms include but are not limited to

- Learning walks
- Appraisal observations
- Departmental CPD
- Work scrutiny
- Formal results
- Moderation of assessments
- Pupil progress meetings
- Coaching support

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The SENCO at Longhill visits 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 particular needs and what works to remediate them will be gathered. This important information is then used to inform support for students in year 7. All the teachers have a copy of key facts right from the very first day of term so they can plan for children to be included.

Sometimes, Longhill will try to do the same things that the primary school did. Sometimes we might do more and sometimes we might do less because the child has made progress. Parents can talk to the SENCO about what they think their child might need around the time it is known the student is coming to us but to get the best information, the SENCO will also be at the Year 6 parents induction evening in July. Specific questions about proposed support can usually be answered at this time.

The LA notifies school about students who are transferring with EHC plans in the December or January of their year 6. Where practicable, the SENCO is always happy to attend the Yr 6 Annual Review to ensure a smooth transition is made but this will be at the request of the parents and the current school.

b) Initial Screening

Although the Transition process is exceptionally robust, just to be sure all needs are picked up as soon as possible and to ensure fair access to specialist departmental interventions, Longhill perform a range of screening methods with the students once they join us. The English department initially perform whole-class level literacy screening which indicates any students who would benefit from one-to-one diagnostic assessment. We also check other needs (such as ability and social skills) in various ways.

Learning Needs:

Information is gathered from a range of sources in order to identify students:

- a) Through liaison with Parents/Carers, feeder schools and External Agencies, we aim to be aware of students with learning difficulties before they come to Longhill.
- b) The student's emotional and educational performance is monitored through school systems with ongoing observation, assessment and target setting.
- c) Previous attainment data and standardised assessments such as CAT's tests are utilised as part of a whole picture.
- d) Through diagnostic testing. Students in Year 7 are tested on entry to Longhill to ascertain their reading and spelling levels using the Suffolk Reading Test and the Blackwell Spelling Test. Students with a reading age below 85 (standardised score) are further screened on more rigorous assessments. Any students still causing concern at this stage takes part in a reading intervention programme. All students are placed on a Spelling programme according to their spelling level through English lessons. Students with significantly delayed scores will undergo further diagnostic testing if deemed appropriate and necessary intervention strategies will be planned. Interventions for literacy difficulties may include:-
 - peer reading,
 - reading practice with a teaching assistant,
 - specific structured reading or spelling intervention with a teaching assistant,
 - individual weekly withdrawal sessions for literacy intervention with a specialist teaching assistant
 - small group or individual teaching with a Learning Support Teacher
 - additional support within class from a member of the learning support team
 - advice and training for staff who teach these students to develop effective provision and differentiation
 - students may undertake one or a range of these as appropriate

Although identification begins on entry to school (at whatever age students join Longhill), such interventions and assessments are open for students at all ages throughout their schooling if required.

Social, Emotional and Mental Health needs:-

Students are identified and appropriate interventions are then scheduled for those deemed to be at risk. Such interventions may include

- self esteem small group work
- social skills interventions on an individual basis
- referral to lunchtime social club
- circle of friends
- peer listening support
- anger management programmes
- sessions at 'The Focus Centre' with specialist learning Mentors
- in school counseling

- advice and training for staff who teach these students to develop effective provision and differentiation
- referral to specialist agencies e.g. CAMHS, School Nurse, Educational Psychologist etc

Although identification begins on entry to school, such interventions are open for students at all ages throughout their schooling if required.

3.2 Record Keeping in Learning Support

The school maintains a record of all students who have Special Educational Needs, and this is regularly reviewed. New copies of this document, called the SENDIMS Register, are produced termly.

Each student who is on our SEN/D Register will have a file in our Learning Support Department where any assessments or key information such as reports from professionals or records of specialist provisions offered is kept.

By half term in year 7, we send parents a letter if we have entered their child onto our special needs register. If the student has joined us at a different time of year, this will be as soon as possible after they have joined us. We will tell them what the entry says, what it is for and which member of the learning support team is to be the key contact. If Longhill think a child has a need we didn't know about from primary or a previous school we will communicate this sensitively and work out together what is best to do.

In addition to this termly review of SENDIMS, more informal reviews also take place. Students with a level of vulnerability, including but not limited to those with a diagnosed SEN/D are discussed at Year Business Meetings every 2 weeks to ensure their provision and placement on the register remains in line with current need. This meeting, held with the HoH and two Inclusion Assistant Heads forms a pivotal point in finding solutions to difficulties for students.

The SENDIMS register is a live, interactive document with links to interventions, styles of differentiation and guidance for staff. This is a 'one-stop shop' for teachers to understand needs, know how to intervene and recognise progress or where it may be insecure.

Criteria For Requesting Significant Additional LA Support.

Sometimes, even with the robust systems described in this policy, some young people may have needs that extend beyond the bounds of Longhill. We may sometimes identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. Reasons for this may include:-

- Significant new needs arise or existing needs change, meaning the student has significant and/or complex needs to provide for
- Academic demands and extent of differentiation required are not conducive to inclusive practice. The type and style of required adaptation is making the tasks non-recognisable as the original material, indicating a specialist setting may be required
- Significant and sudden deterioration in mental health
- Relationships within school have reached irretrievable breakdown

If we feel that a student needs more significant help and a higher degree of specialised provision than

we can provide then we will undertake the following steps:-

- Liaise with home and agree who needs to be invited to discuss the issues
- Host a meeting at a relevant venue to plan what to do next (in almost all cases this will be an early Annual Review as any young person with severe needs- unless arising from a critical incident- will already have a statement or an EHCP in place)
- Await advice from the LA as to their view. Such cases will have to go to the weekly SEN panel at the LA
- Support the family and the young person through transition. For example by supporting transition arrangements to the new special provision (eg by sending a member of support staff for an agreed period if a young person is changing to a special school).

If the school identifies that additional funding and support are needed from the LA High Needs Block, in order to maintain successful inclusion within mainstream and this also agrees with the wishes of the young person and their family, we will:-

- Review our evidence carefully and conduct any additional in-school evidence gathering
- Engage the services of the appropriate outside expert, if this is required (e.g. the ASC support service to peer review and critique our current offer, offering suggestions for how we can improve it or to give support for our recommendation for additional finance)
- Hold an Annual Review, inviting the LA casework officer and any relevant professionals
- Await advice from the LA as to their view. Such cases will have to go to the weekly SEN panel at the LA
- Support the family and the young person through transition. For example by explaining how the additional support or equipment will be used.

Criteria for exiting the SEN/D register

It is our aim that we are successful in helping students make expected progress. Ideally we would like to have such success that the majority of our young people are able to move off our SEN/D register and back to accessing only universal (Wave 1) support. This removal from the register could be really good news. The child has made progress that lifts them outside of a definition of a specific special need. But that doesn't have to mean they will get no additional help at school, or that if things were to change this couldn't be changed. We keep all these changes under careful review.

If we feel that a young person has reached important milestones that evidence progress, we will contact the family to discuss the young person's name being removed from our SEN/D register. It is important to refer back to the original definition of SEN here :-

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:-

- *Has significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of the facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (Code of practice 2014, p4)*

If the above is felt to no longer apply- *even if a young person has a diagnosis of a need-* then they should exit the SEN/D register. An example of this would be a young person who has a diagnosis of Dyslexia but who now reads and spells at a level above average for her age group. Whilst the young person will still have the diagnosis, they cannot any longer be said to have 'significantly greater difficulty' than others of the same age. Nor could they be said to be 'hindered from making use of the facilities generally provided for others'.

In such cases, the family will always be consulted. If it is felt additional assessments may be required, this can be considered.

Please do remember the SEN department are not the only staff in school who can give extra help to a child. All teachers have the responsibility to ensure student's make progress. They will have specific personal or departmental strategies for helping students who may, on occasion, require extra help. If they are worried, they will contact the Learning Support department to request advice.

English, Maths and Science also have subject specific Learning Mentors that work with young people where underperformance is specific to subjects as opposed to a far-reaching and defined 'special need' that affects many aspects of their day-to-day functioning.

Our school Inclusion department also has Learning Mentors who can be directed to support children who may have a level of vulnerability that presents in their behaviour. This could be short term or more extensive.

We also have a robust Year Pastoral structure where young people's general welfare is overseen by their Head of Year and their Year Learning Mentor.

All these teams work closely with the Learning Support Department and should there be any reason for them to believe a child's needs may be evolving into something more far reaching that qualifies as a Special Educational Need, they will quickly flag this up to the Learning Support Department.

Screening For GCSE/Exam Concessions

The Rationale

Some students with special needs are entitled to concessions when sitting exams. The purpose of concessions is to enable the student to compete with their peers on a level playing field. Exam concessions should neither advantage nor disadvantage the student and should reflect the student's normal method of working. For example, if a student always has access to a scribe in class then they should also have this in an exam.

A range of concessions are available and criteria for each of these are laid out by the examination boards.

- Reader
- Scribe
- Extra time
- Adaptive technology
- Prompt
- Separate room

In KS4 these are based on formal assessment scores and normal way of working. Most students requiring concessions will have a long history of involvement with the department and therefore robust data over time will be in evidence. All concessions need to be officially applied for and agreed by the exam board. Just because a student has a diagnosis e.g. dyslexia, it does not automatically entitle them to a concession. There would need to be evidence on a standardised assessment that a concession is required to provide a 'level playing field' and the student's needs are significant enough that the definition of 'SEN and disability' would apply in an assessment situation.

What if we don't get it right?

If students have the wrong concession with either too much or not enough help, it can result in under or over performance. This is very serious. External examiners can visit the school at any time, unannounced and view the concession arrangements for special needs students. If concessions are being wrongly applied/used without the correct evidence and permission, the student will be disqualified from the exam.

No student should be given any assistance with *knowledge* under any circumstances. Tier 2 and

commands words are extremely important for students to understand how to answer questions. They are the common words which run across subjects e.g. *identify, describe, compare* etc. Staff assisting with concessions cannot explain what these words mean to a student during an exam.

In mock exams, staff will make a note of the tier 2 words the students didn't know and give it to the teacher at the end of the lesson so that this word can be specifically taught.

The class teacher has responsibility for preparing the students for the test. This includes

- Explaining how the test will work. Is it multiple choice? Free writing? Do you get as far as you can or must you reach the end?
- Looking at practice questions
- Covering the material in a logical fashion and helping students understand what is being assessed
- Providing key words/command word/Tier 2 word teaching
- Preparing the support staff
- Giving advance notice to both students and LS department of Milestone assessments/Mocks
- The giving of results in a sensitive and respectful way

3.3 Referrals of concern to the Department

A. Referrals Resulting from Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern and of actions already taken must be produced, prior to any testing and / or additional intervention being undertaken.
- When a student is not progressing satisfactorily, teachers are expected to consult their Head of Department, the Inclusion Department, the student's Mentor or Head of Year.
- Strategies and interventions within the class will be reviewed with an appropriate member of school staff such as the Key Support Teacher and/or the HOD to determine whether the student requires help over and above the differentiation normally available in the class.
- The SENCO may then either conduct in-house additional assessment or ask for additional diagnostic assessment to be undertaken by other professionals.
- The SENCO may also offer additional bespoke support to teachers through the Learning Support team to ensure effective differentiation and strategies are in place. This could include peer observation, co-planning, reviews of work or coaching support. It could also include arranging support from an appropriate outside specialist to give advice e.g. the HI advisory teacher or the ASCSS support teacher.
- The Student may be discussed at bi-weekly Year Business Meetings. Monthly All Agency Meetings, attended by representatives of all support services are held to discuss more complex cases where a multi-agency approach is required. Training for staff will also be considered and delivered as appropriate.
- Whilst early identification is a priority at school, needs may be identified at a later stage using the strategies above.

B. Referrals by Parents or Carers

- A student's parent may express concern either directly to the Learning Support department or via another staff member. Once information is gathered the process is the same as for staff referrals.
- Evidence for that concern and of actions already taken should be produced, prior to any testing and / or additional intervention being undertaken. This may include the SENCO or Key Support Teacher investigating with class teachers on the parent's behalf and reporting back.
- The SENCO may then either conduct in-house additional assessment or ask for additional diagnostic assessment to be undertaken by other professionals
- All parental referrals are investigated although further assessments may not necessarily be undertaken. If school is already aware of the issue or has previously investigated and ruled out said issue, there will need to be substantial new evidence if further assessments and/or external referrals are to be considered.

C. Referrals by Students

- Students may self-referral to a TA, Learning Support Teacher, Mentor, class-teacher, Head of Year or other member of staff. This will be immediately listened to.
- Once information is gathered from the student, the process is the same as for staff referrals.
- Evidence for that concern and of actions already taken by both the student themselves, their parent and staff will be considered, prior to any testing and / or additional intervention being undertaken.
- This may include the SENCO or Key Support Teacher investigating with class teachers on the student's behalf and reporting back.
- The SENCO may then either conduct in-house additional assessment or ask for additional diagnostic assessment to be undertaken by other professionals
- All student referrals are investigated although further assessments may not necessarily be undertaken. If school is already aware of the issue or has previously investigated and ruled out said issue, there will need to be substantial new evidence if further assessments and/or external referrals are to be considered. However, in such cases, awareness raising sessions are often undertaken with the student and their concerns will be shared with their teachers and support staff so that they are enabled to function to their best ability and feel supported. The student will be asked to feed back in a specified time frame whether things feel better. Scaling techniques are often used in such cases.

3.4 Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of assessment, planning, teaching and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Longhill learn and progress through these differentiated arrangements. High Quality First Teaching is the best and first course of action for effective provision for those with special educational needs.

A wide variety of needs means the Learning Support department needs a wide variety of responses. A solution focused approach has been developed over time and the department hosts a range of expertise meaning our ability to meet a range of difficulties is substantial. Nevertheless, each child is an individual and we endeavor to provide bespoke solutions to those who require support. This is particularly pertinent in the arena of SEMH.

a) The Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by both mainstream teaching and Learning Support staff.

Graduated Response

Wave 1 – High Quality First teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENCO. All staff will be expected to adhere to the 'SEN/D Continuum of Assessment' advice and utilise specific target setting through their use of Class Profile Sheets.

Following the recommended cycle from the Code of Practice 2014 of '*assess, plan, do, review*', staff will be expected to show *evidence* of how their assessment has fed into planning for adaptation; how this adaptation has been carried out and reviewed, yet there has failed to be an impact on progress. Only once this cycle has been conducted will the young person be eligible for consideration for entry to the SEN/D register. The new terminology for this, replacing the term 'School Action' is 'SEN Support with no specialist assessment'. This is recorded in SIMS as 'K- NSA'

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

At this point, the class teacher will still retain control and responsibility for the progress and welfare of that child in their class. The SEN/D support will be added as '*additional to*', not '*instead of*' High Quality First teaching.

b) Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2 and the continued provision of HQFT and the continued appropriate adaptation of the learning environment by mainstream colleagues, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Profile Sheet is revised by the class teacher and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will consider and/or apply for additional resources. The application will be evaluated against criteria established by the LA. The new terminology for this, replacing the term 'School Action Plus' is 'SEN Support'. This is recorded in SIMS as 'K'. If the student has a special intervention such as 'Special Studies' or

'Foundation Studies' the teacher of that intervention will have their own profile sheet with specific targets to remediate the particular need.

c) Statutory Assessment / EHCP's & Statements

If a student fails to make adequate progress despite the provision at Wave 2 and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The term 'EHCP' has replaced the term 'Statement'.

The SENCO is responsible, on a daily basis, for providing support to students with statutory provision encapsulated through an EHCP. The SENCO allocates the specified amount of support and reviews its impact. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and staff, including mainstream colleagues and Teaching Assistants are fully involved.

Types of support provision at Wave , 3 and at Statutory (EHCP) level may include packages comprising some or all of the following:

- In-class support from a Teaching Assistant or Learning Support Teacher
- Small group work either in or outside of class.
- Extra-curricular support
- Individual programmes of work.
- Individual / Group mentoring
- Social skills and self esteem work
- Emotional awareness programmes including Anger Management
- Handwriting support
- Alternative curriculum provision
- Liaison with relevant parties
- Organisational support and training
- Physiotherapy programmes
- Examination concessions
- Support groups for staff to raise awareness and skill level with particular needs
- Individual coaching for staff to support with differentiation
- Co-planning of work with mainstream staff and members of the inclusion team
- Team teaching opportunities
- Parent Clinic for informal drop in appointments to complement more formal meeting opportunities
- YMCA Family support worker to assist with systemic family/school approaches

Curriculum Provision at Key Stage 4

There are a range of accredited curriculum paths that can be tailored to the needs of individual students. In addition, all students and their parents/carers at Wave 3 will be offered an individual appointment with a member of the Learning Support teaching staff prior to Options. This will be to discuss areas of strength and gaining a positive match between student's skills and the requirements of the subjects they are considering. Support requirements for the forthcoming Key Stage will also be discussed.

The majority of departments offer subject-based courses which are directed towards identified students. Additionally the Learning Support Department offers the following alternative to GCSE options:-

Foundation Studies Option

This option operates in Years 10 and 11. It is designed to provide students at KS 4 with an alternative to a full GCSE curriculum. Students who may benefit from this option are selected by the Learning Support team and SLT in consultation with other appropriate members of staff.

The Foundation option will provide students with a course in basic life skills such as interview technique, form filling, opening a bank account etc. Current events or general knowledge may be studied. The programme will be responsive to students needs in terms of content and may differ slightly from group to group or year to year in order to cater to those needs. Students may follow the AQA Level 1 and 2 Certificate in Preparation for Working Life. This is equivalent to A*-C at GCSE (Level 2) and D-G at GCSE (Level 1). It also covers a basic literacy and numeracy element.

3.5 Pupil Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the SENDIMS register. These will then be adapted and personalised as the subject discipline dictates by individual class teachers onto their Pupil Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal class provision. Not all students with SEN/D will be mentioned in every classes' Pupil Profile as it is important to remember SEN/D students will also have areas of prowess and talent. Nevertheless their progress should be closely monitored by both the learning Support department and in particular the class teacher.

Key information for class teachers to note will be:

- Any key assessment data such as Reading and spelling age
- Recommended Teaching/differentiation strategies to be used
- Additional provision to be put in place, along with data referring to attainment and specific needs.
- Planning for the use of additional adults (if present)
- Recommendations from student-specific training from other professionals
- For KS4, access arrangement information

Where concerns arise over a student's response and progress, staff may be asked to provide:-

- Information outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved and the level of differentiation required to achieve this
- Future concerns / targets

3.6 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Dept.

3.7 Provision of Curriculum Support

The Learning Support Dept can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.
- Peer review of teaching/differentiation strategies
- Coaching for departments or selected staff within departments
- Use of the 'Continuum of SEN/D Assessment framework'

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Co-planning appropriate programmes of work.
- Advice over preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Longhill School's inclusive ethos. If a child is to be withdrawn from class for an intervention by the Learning Support department, parents will be consulted before hand and told the proposed purpose and duration of the intervention as well as when in the timetable it will occur.

d) In-service Training

- The SENCO, Deputy SENCO and Special Facility Co-ordinator provide INSET for NQTs and other new staff at the school on specific SEN/D's, Attachment Disorder and Code of Practice procedures at Longhill.
- Individual departments can ask for INSET from the Learning Support team as required, for specific
- purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff
- training days and during twilight sessions.

3.8 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving
- the Pupil Premium grant, free school meals and those underachieving on entry.
- Funding for specific students with EHCP's/Statements to meet their assessed needs.
- Delegated and designated budgets.

A- Rooming/Physical Resources

The Learning Support and Inclusion Departments occupy a suite of co-located rooms consisting of two large classrooms, four smaller teaching rooms and five interview/office rooms. We also have a facility known as 'The Focus Centre' which consists of flexible spaces set up as classrooms/small group rooms and multi-agency drop in space. We have a large number of computers within the department which have specialised software and are part of the school network. There are also a large number of other learning resources such as educational games and learning packages. A library of essential reading and training materials for teaching and support staff is also maintained.

Due to the highly specific nature of some special needs, many resources are specifically made and designed for individuals or groups by our staff.

B- ACCESS and DISABILITY

n.b. this section should be read in conjunction with the Disability and Access policy / Equalities policy.

The Learning Support department coordinates the integration and support of students requiring adaptations to facilitate access to the curriculum.

Under the SEN & Disability Act and working within the limitations of the existing school site, there are special arrangements for students with physical disabilities and this is kept under regular review.

School Site currently has full accessibility to all areas of the school building using lifts and ramps with the exception of the school library mezzanine.

There are access ramps to the ground floor. There are three fully accessible toilets. Two toilets are adapted to have full facilities for independent personal hygiene for those with a high level of physical need and one of these has a shower facility.

The school has lift access to all floors of the school site.

The school has a Special Facility to cater for students identified by the CYPT as having severe Specific Learning Difficulties and other complex learning needs.

Significant support for disabilities such as BESD, SpLD and other learning needs is provided through the Inclusion department and encompasses training for staff, physical and ideological adaptations to the curriculum and differentiation for needs in addition to support for the young person within the classroom or in a withdrawal situation.

Examination concessions are applied for if students require support for access to examinations. These can involve physical support such as smaller spaces for exams, rest breaks or a scribe or it can involve the use of a prompter, reader etc to allow equality of access.

3.8 Capitation & Budget:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for
- identifying subject specific materials or resources for students with additional needs.

The overall level of funding for SEN is delegated to the school by the LEA and is identified in the school budget statement.

The responsibility for determining the amount of resource for SEN lies with the school governors who will seek advice from the Headteacher and Inclusion Team/SENCO.

Delegated formula funding from the LEA makes provision for the general support of students with SEN.

These resources for SEN are used to provide SEN staffing and specialist resources.

The Assistant Head/SENCO and the Assistant Head/Pastoral have the key responsibility for determining the allocation of these resources in consultation with the rest of SLT and the staff.

The Department consists of 47 staff:- two Assistant Headteachers, A full time Deputy SENCO, on full time and one part time learning support teachers, 20 Teaching Assistants working within Learning Support and 7 Learning Mentors working within Inclusion. There are 6 members for the behaviour and attendance support team. There is a Learning Support dedicated Administrative Assistant and an administrative assistant for the behaviour support team. Two Learning mentors who works across the Year 7 and our feeder school cluster complete the team. All work closely together to meet student's needs

High Needs Funding

In addition to standard SEN/D funding through the formula, Brighton & Hove have indicated the following thresholds for additional *exceptional* financial assistance for students with a statement or an EHCP.

In order to be considered for any funding at level 2 or above, the school would have to evidence how the existing finance is spent; why this is not sufficient to meet needs and have a clear plan for how adapting the provision will positively impact on progress. This could be as a result of a specialist assessment providing new information with regard to needs.

The new Code of Practice is clear that the focus for young people should be '*on outcomes not hours*'. The goal of all support and intervention should be to increase independence for the young person. Therefore, at each opportunity all staff should be asking '*what is the least amount of input required to enable the young person to fully engage?*'. It is only with this mindset that we can truly support progress and independent growth.

Funding Level	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or physical
Level One Support Funding devolved to schools (up to £6000).	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.
Level Two Support The above and up to an additional £2250. (Total £8250)	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.
Level Three Support The above and up to an additional £4500. (Total £12750)	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist equipment including IT, specialist approaches; specialist teaching staff; specialist support staff.	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist equipment including IT, specialist approaches; specialist teaching staff; specialist support staff; augmented communication system.	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist approaches; specialist teaching staff; specialist support staff; adaptations to environment.	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist equipment including IT, specialist approaches; specialist teaching staff; specialist support staff.
Level Four Support (rare and exceptional)	<u>Exceptionally complex and severe difficulties</u>	<u>Exceptionally complex and severe difficulties</u>	<u>Exceptionally complex and severe difficulties</u>	<u>Exceptionally complex and severe difficulties</u>

category only) The above and additional funding for intensive support. (> £12750)	Requires very high levels of adult support; specialist teaching staff; specialist support staff; augmented communication system; specialist equipment; modifications to environment.	Requires very high levels of adult support; specialist teaching staff; specialist support staff, specialist equipment including IT.	Requires very high levels of adult support.	Requires very high levels of adult support; specialist teaching staff; specialist support staff, specialist equipment including IT.
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Section 4: Partnership

4.1 In school

The SENCO is part of the school's SLT and therefore the students have a voice at a strategic level. The Inclusion and Pastoral lead is also a member of the school's SLT, meaning students with additional needs are well represented in the senior team. These staff liaise closely with individual SLT as the need arises when decisions may impact on those with SEN/D. As SEN/D is a whole school issue, this can have far reaching consequences and planning is key in all facets of school life. Longhill embraces this proactively.

Where concerns arise in relation to particular engagement of SEN/D students, such concerns are always discussed with the appropriate member of staff in a timely fashion. This may also be shared with the relevant HoD and SLT line manager. School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

4.2 Parents

Longhill actively seeks to work with parents / carers and values the contributions they make.

Parents/carers hold key information and have a critical role to play in their children's education. They have knowledge and experience to contribute to the shared view of a child's needs. We actively seek to work with parents/carers and value the contribution they make. All parents/carers of children with special educational needs are treated as partners and in line with the school's policy of partnership with parents, the school will endeavor to keep parents/carers fully informed of any SEN their child may have. It is essential that home and school work in partnership to identify and remediate needs. To promote this process the inclusion department will actively seek opportunities for joint involvement.

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents, schools. This is important in enabling children and young people with SEN to achieve their potential. To facilitate this process we expect parents/carers to:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Be informed by the school of their child's placement within the SEN framework and the relevant support this brings
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Have the opportunity to make their views known about how their child is educated, including being encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. Learning Support Staff are also available for meetings with parents at all major school parents evenings and subject surgeries.
- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education

- Fulfil their obligations under home-school agreements which set out expectations of both sides.

This is usually done through:

- parent consultations (informal or formal)
- Progress reviews
- Annual Statement Reviews

The LEA recommends the local parent partnership service **AMAZE** for parents who feel they want additional support to understand their child's special needs and the school's response to it. Amaze can be contacted at:

AMAZE
Community Base
113-117 Queen's Road
Brighton
BN1 3XG
Tel: 01273 - 772289

4.3 Students

Longhill acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews. Their views are recorded as part of this process and are valued and listened to.
- For children with SEN, we aim to involve the child in understanding their difficulties, and what they need to do to overcome them. We also encourage children with SEN to make choices about targets and other elements of the SEN process, including its evaluation, facilitated by an adult when necessary.
- Children with statements/EHCP's are given the opportunity to contribute to their annual reviews. Communication aids such as video or tape may be used if necessary.
- Students form part of our interview process for all Learning Support staff appointments.

4.4 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 Year 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 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 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.*
- **All Agency Meetings** are held in school every month to discuss individual students' needs. Many of the agencies above are in regular attendance and some by invite. Referrals and avenues of support are often considered through this meeting and discussions are shared with home as appropriate.

4.5 Communication with other schools and Colleges.

The AHT SENCO has regular contact with the SENCOs of the main feeder Primary Schools to discuss transfer and other issues. The AHT SENCO has regular contact with the Heads of Learning Support in other local Secondary Schools. There are termly meetings held to discuss issues of common interest. We now have two learning mentors who work in partnership with our school and the main feeder primaries to facilitate smooth transition for the most vulnerable students.

Longhill has productive relationships with the main Brighton & Hove Further Education providers and significant transition packages for our school leavers with high level SEN/D have been conducted.

Where the young person is in receipt of an EHCP or statement, the decision will now be made at the Yr 11 Annual Review as to what level of support will be required for College and beyond. The Local Authority SEN link/caseworker will attend any such meetings and recommendations can be made to

- Cease the EHCP/ Statement
- Continue the EHCP/Statement
- Change the EHCP/Statement.

As with all similar decisions relating to statutory paperwork, these recommendations will then be considered by the LA before a final decision is reached. The young person (or their family if they are under the age of 16) would have a right of appeal should they disagree.

For young people who have needs categorized under 'SEN Support', it is important when completing the college application to disclose that support has been required. Unless this is disclosed to the college, the school is not allowed to share information as the young person has the right to protect their own information.

4.6 Liaison Between the Special Facility and External Agencies

In addition to the above outlined agencies, the Special Facility has the same Educational Psychologist provided through the Psychological Service who visits regularly.

Additionally, the Facility has close liaison with the feeder schools of prospective students. Once identified, the students and their parents or Carers undergo an intensive induction programme.

Section 5- Issues arising from this policy

5.1 Complaints Procedures regarding SEN/D

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, these procedures should be followed:

- Raise initial concerns with Key Support Teacher. 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 SEN/D 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

5.2 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets,
- screening tests and other assessments carried out where appropriate, with examination results and data from raise-on-line being of particular relevance.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from depts, outside agencies
- Number of complaints received.
- Periodic Audits of both parental and student opinion with regard to SEN/D

- A yearly on-line questionnaire for parents and carers.

In association with the Headteacher, the Learning Support Department produces an annual Information Report which is included in the Governor's annual report to parents and carers

Section 6- Supporting Pupils At School With Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Where students are in receipt of a Statement or an EHCP or require extensive individualised provision long term and full time or for the majority of their time at school, their needs will be coordinated and managed by the Learning Support department, following all procedures outlined in this policy.
- Where Students have a medical need that is largely self managed or only requires emergency and/or occasional support e.g. mild to moderate Asthma, a nut allergy; diabetes, their condition will be managed in accordance with the school's policy for supporting pupils with medical conditions which is provided in line with new recent guidance published by DfE.
Please see the school's policy on 'Managing Pupils with medical Conditions' for more details. This aspect of student support is co-ordinated through Ms F Barton, Assistant Head & Ms E Meredith, the school Office Manager.

Appendix-Definitions and Terms

Definition of 'Disability'

The UK Government website 'YouGov' defines disability under the Equality Act 2010 thus:-

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

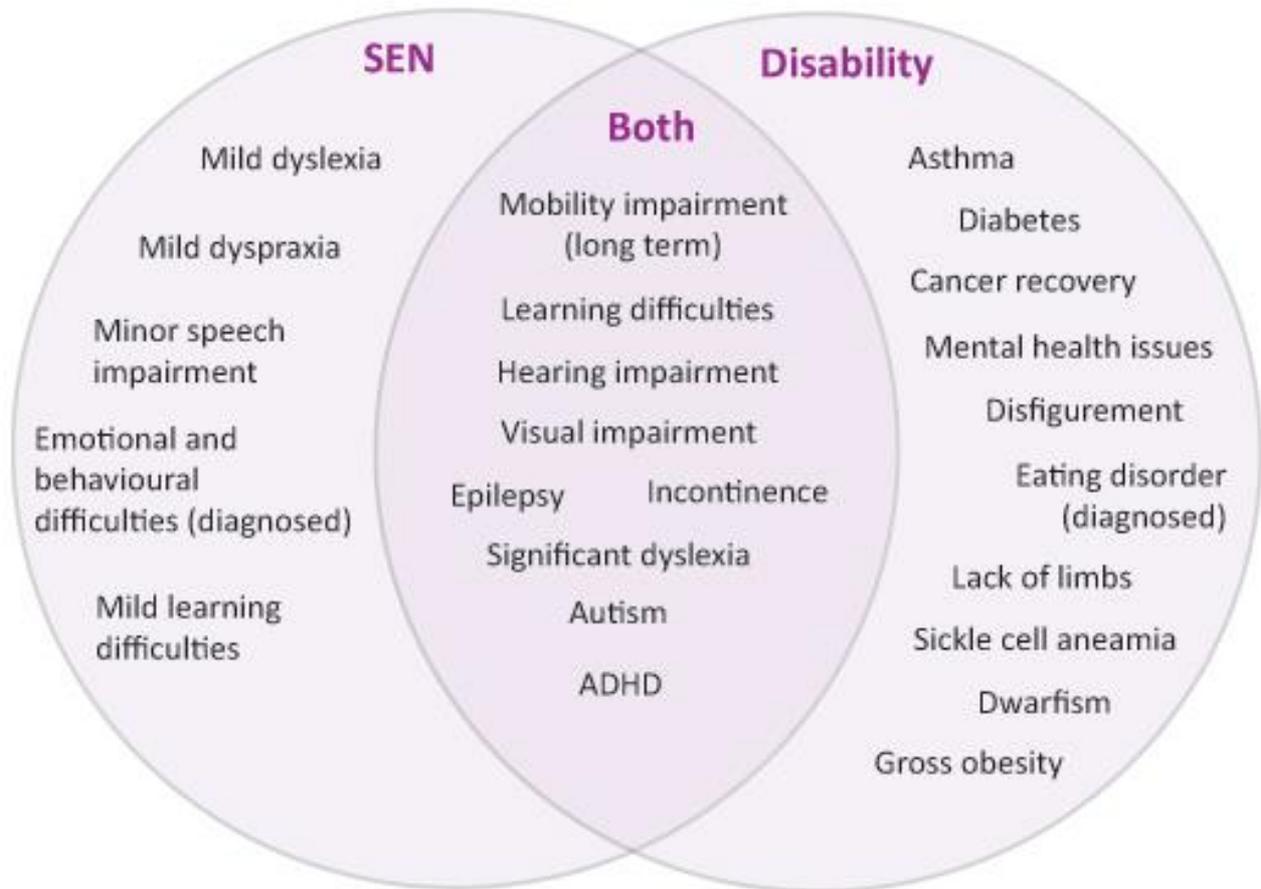
What 'substantial' and 'long-term' mean:-

'Substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules download the 'Equality Act Guidance'. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

SEN, disability or both?



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>
EHCP	<p>Education, Health and Care Plan</p>
EP	<p>Educational Psychologist</p> <p>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.</p>
EWO	<p>Educational Welfare Officer</p> <p>Practitioner monitoring students with persistent absence from school. Also able to support parents with ideas and strategies they can use to increase attendance.</p>
GDD	<p>Global Developmental Delay</p> <p>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.</p>
HI	<p>Hearing Impairment</p> <p>Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.</p>

	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.
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	<p>Tiered indication of level of support a student should receive.</p> <p>N – No SEN need</p> <p>K – SEN Support: the category that replaces SA and SA+ from September 2014. (Most closely aligned with ‘old’ SA+)</p> <p>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.</p> <p>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.</p> <p>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.</p>
SLC	<p>Speech, Language or Communication Need</p> <p>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.</p> <p>Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction.</p>
SLD	<p>Severe Learning Difficulty (SLD)</p> <p>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.</p>
SpLD	<p>Specific Learning Difficulties</p> <p>E.g. Dyslexia, Dyscalculia and Dyspraxia.</p>
TA	Teaching Assistant
TAC/ CAF	<p>Team Around the Child or Common Assessment Framework</p> <p>Multi-agency intervention for students who are receiving external safeguarding support</p>
VI	<p>Visual Impairment (or vision impairment)</p> <p>Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and 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. This simple definition covers a wide spectrum of different impairments.</p>
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 2014

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	Speech, language & communication needs	SLCN
			Speech & language	SL
			Autistic Spectrum Condition	ASC

		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.	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