

SEND Information Report 2023 - 2024



The Long Eaton School

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Approved by:

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SEND Information Report 2023 - 2024

Welcome to The Long Eaton Schools SEND Information Report for learners with Special Educational Needs and Disability (SEND). This report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

All governing and advisory bodies of academy schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for Pupils with SEND.

Archway Learning Trust SEND Policy can be found on our website.

What kinds of Special Educational Needs does the academy make provision for?

The Long Eaton School is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity or background is valued and nurtured.

We cater for Pupils in the four broad areas of need:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Mild and multiple learning difficulties

The Long Eaton School is part of the Archway Learning Trust, which has a comprehensive SEND Policy. This policy is regularly reviewed and incorporates advice and procedures recommended by Derbyshire Local Authority (LA). We are proud of the relationships that we have with our Local Authority and work closely with them to ensure positive outcomes for pupils with a special educational need and/or disability.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Will may also identify a possible SEND need through aspects other than attainment, for example, social needs, through specific assessments for identifying need, observations of pupil, feedback from staff.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, pupil voice and the views and the wishes of their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

SEND/ IER Register

We currently have 232 pupils recorded on our IER.

Of those;

- 202 are registered as School Support (K coding)*
- 30 have an EHCP in place *

Pupils on roll at The Long Eaton School School with Special Educational Needs/ Disabilities (SEND) are recorded on the school's Inclusive Education Register (IER)/ SEND Register. The register identifies individual pupils and highlights their specific needs.

The register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with parents and those professionals working within the academy.

Parents are informed in writing if their child is placed on the IER/ SEND Register, and can expect regular feedback from class staff and more formal discussions through parent's evenings and/or reviews.

All Educational, Health and Care (EHC) Plans are reviewed annually. This gives the opportunity to consider whether the EHC Plan is still appropriate and to review the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.

*Correct at time of report publication

Our approach to teaching pupils with SEN

In the spirit of the SEND Code of Practice and latest research, we support the idea that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Teachers differentiate their planning to enable all pupils to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Occasionally it is appropriate to offer separate group or one to one interventions away from the classroom.

We will also provide the following interventions:

- Smaller supported teaching groups
- Literacy
- Phonics intervention
- Numeracy
- Positive mentoring
- Lexia
- Speech and Language
- Numicon
- Nurture Groups
- Resilience/Mentoring
- Transition Group
- Supported Study
- Homework Club
- Revision Skills
- 1:1 mentors, counsellors, support workers
- Social Stories
- Angry Gremlins
- Anxiety Gremlins
- Managing Emotions
- Behaviour Programmes
- Behaviour Support Service
- Yoga
- Health Relationships
- Positive Play
- Aim Award
- Handwriting
- Lifeskills
- Funs
- Touch Typing

Additional support for learning

We have 14 teaching assistants (TAs) who are trained to deliver interventions as above. Teaching assistants will support pupils on a 1:1 basis, when this is identified within their EHC Plan and/or we feel that providing a 1:1 will be beneficial to the individual.

Teaching assistants will support pupils in small groups when there has been an identified need through either data analysis (including attendance data), pupil voice, behavioural patterns or external recommendation.

We work with the following agencies to provide support for pupils with SEND:

- SaLT
- CAHMS
- Early Help
- Derbyshire SEND Team
- Educational Psychologist
- Derbyshire Virtual School
- Early Help
- DIASS
- Inclusion Team
- Tailor Made Programs (TMP)
- OOST
- Behaviour Support Service
- ADHD Nurse
- School Nurse
- Derbyshire HI & VI Impairment
- Derbyshire PI Impairment
- Support Centre
- Island Project
- Engineered Learning
- Real Education
- YMCA

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class/ subject teacher and other professions across school will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment, or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. All pupil on the SEND register will have an IEP in place and/or a Passport to Success.

Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs

We will share information with the school, college, or other setting the pupil is moving to ensure a smooth transition. We will offer transition days and supportive resources when a pupil is moving between phases of their education. In preparation for adulthood, students will be offered a careers appointment to discuss their transition options. Additionally students will be taken on college visits, transition plus and supported with their transition to their next phase of education.

Expertise and training of staff

The SENCO is an experienced member of staff with a SEND background and relevant qualifications, who is supported by a range of other professions across the academy as well as SEND specialists within the Trust.

We have a team of 14 teaching assistants, including 5 teaching assistants who are trained to provide high levels of specialist support, guidance and deliver interventions as required.

We have internal and external specialist staff who work with specific pupil to deliver behaviour, social and communication, regulating emotions programmes and academic support.

An on-going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for Pupils with SEND. Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Teaching staff seek support and guidance from the SENCO as required

Our teaching staff have all received training in:

- The areas of SEND need and how to ensure early identification
- The SEND Code of Practice and what this means for classroom practice
- SEND Assess, Plan, Do Review Cycle
- Differentiation and Quality First teaching strategies
- Autism and supporting pupil
- Dyslexia
- Supporting SEMH needs
- Supporting ADHD Needs
- Supporting Mild Learning Difficulties

Evaluating the effectiveness of SEND provision

We are fortunate to belong to a trust that has 'Inclusion' at the heart of its ethos. To ensure that we are continuously developing our practice we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks and making adaptations if and when required
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans and listening to external recommendations
- Using pupil questionnaires to understand what is working well and areas for development
- Monitoring of the SEND Provision by the SENCO, SLT, Headteacher, Trust staff. This includes carrying out learning walks on a regular basis, book trawls as well as an annual deep dive SEND review led by our Trust SEND Consultant.

How will a pupils with SEND be included in activities outside the classroom, including school trips?

Wherever possible we will endeavour to include all pupils in all activities regardless of whether they take place in or out of school. The benefit of the activity to the student, and adult-child ratios focusing on pupil safety will be considered at all times in any decision making processes regarding this.

There are pupil specific risk assessments carried out linked to individual pupils with SEND. In addition to this, in all we do, we consider the needs of our pupils with SEN alongside all pupils E.g. visits, trips, access to additional activities/experiences. In this way we attempt to ensure that pupils with SEND are not treated less favourably than others.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Accessibility of the school environment/ equipment and facilities to support pupils with SEND

At The Long Eaton school there is levelled access to all areas of the school on the ground floor, with a lift alongside the stairs to access the first floor. There are several accessible toilets on all floors, and one on the ground floor with hoist and changing facilities (ERC). We currently have eight disabled parking space on school grounds in front of the schools main entrance and 2 in the 16+ car park.

Our accessibility plan can be found on our website or by contacting the school office.

Support for improving emotional, mental and social development

The academy has a variety of ways of supporting your child's wellbeing and improving emotional, mental and social development. These include:

- A safe and calm learning environment with a range of in class strategies use to support with mental health
- Opportunities for pupil voice to be heard
- Teaching assistants may offer additional support to specific individuals or small groups
- Behaviour support strategies including in-class support or advice from SENCo and/or Learning Behaviour Mentor
- Lunch time support clubs
- In-school interventions which may include 1-1 or small group work with our teaching assistants, SENCo, Family Support Worker, school nurse, Behaviour Support Service and/or Learning Behaviour Mentor

- Signposting to external agencies to support the wellbeing of the child, such as a referral to CAMHS, Building Sound Minds, SALT or OT.
- Referral to MAP Club
- Pupils who have specific medical needs will have a Health Care Plan and/or risk assessment as appropriate

We recognise that parents and/or carers know their child the best and encourage you to contact the class teacher, SENCo or Headteacher if you have any concerns.

We have a zero tolerance approach to bullying.

Working with other agencies

We seek advice and work with a range of external agencies to ensure that we are providing our pupils with the best opportunities to succeed. The agencies we work with are specific to the pupil and their level of need.

- Educational Psychology Service
- Derbyshire Support for children with visual or hearing or physical Impairments
- DIASS –Derbyshire Independent Advice Support Service for parents
- Derbyshire SEND Team
- Behaviour Support Service (BSS)
- SALT (Speech & Language Therapy Service)
- School Nurses
- Occupational Therapy
- Physiotherapy
- CAMHS
 - Early Help
 - ADHD Nursing Service

Complaints about SEND provision

We will always be here to listen with an open door policy, however we are aware that in rare circumstances a complaint will be made. Any complaints received are dealt with in a confidential and sensitive manner and we will work with you to address your concerns and resolve where possible. We all want the best for the pupils at Archway Learning Trust.

Complaints about SEND provision in our school should be made to the SENCO; Samantha Madden, 0115 9732438, skennedy@longeaton.derbyshire.sch.uk and/ or Head Teacher Mark Shipman 0115 9732438 mshipman@longeaton.derbyshire.sch.uk in the first instance. Any complaint will follow the trusts complaints policy.

The Complaints Policy can be found on the school website or please contact the school office.

Who can I contact for further information or if I have concerns?

If you have any concerns around your child's progress, attainment or a possible SEND need then speak to your child's form tutor and/or Head of Year in the first instance as they will know your child the best.

Should you need to contact the SENCo please use details below:

SENCo Name: Samantha Madden

Contact Number: 0115 9732438

Email address: skennedy@longeaton.derbyshire.sch.uk

Where can I access further information?

Information on Derbyshire's LA's Local Offer can be found on the local authority's website:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

Other useful links:

National Association of SEN: www.nasen.org.uk

Department for Education: www.dfe.gov.uk

Review of this report

Our SEND information report will be reviewed by Samantha Madden, SENCO **every year**. It will also be updated to reflect any significant changes made during the year.

It will be approved by the governing board.

Links with other policies and documents

Our SEND Information Report sits alongside the following policies:

- SEND Policy
- Accessibility plan
- Behavioral Policy
- Equality information and objectives
- Supporting pupils with medical conditions

All of the above policies can be found on our website or by contacting the main reception.