

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND

Long Field Academy aims to be an 'outstanding' academy, providing high quality learning provision that inspires our young people to achieve the very best they can and to develop enquiring, independent, and lifelong learning attributes. At Long field there is a comprehensive, enthusiastic and experienced team within the AEN department comprising of Sharon Maloney (Extended Leadership for Low Prior Attainment), Lisa Newby (student pastoral and welfare manager) and SENDCo Emma Braisby who has worked with pupils with SEND for the last 7 years. Classroom support is offered by 8 very effective and experienced Teaching Assistants each assigned to a specialist curriculum area.

Long Field Academy also has an inclusion area where many of the interventions take place but also provides a calm environment for pupils that need extra assistance. The area also has many pets that form part of the inclusive atmosphere.



What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

The starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEN/D.

We analyse a wide range of information from primary schools about students' needs - including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision.

In addition if there is no previous need identified at Primary School but we feel that there is further investigation to be done we can assess our students using some standardised tests for reading and writing and/or work with specialist services - for example Educational Psychologists/ Leicestershire Support Services and Speech Therapists - who provide expertise in finding out the type and range of the student's

needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example by talking to the student (and parents) and discussing feedback from teaching and non-teaching staff who have had contact with the young person.

This helps us to make decisions about what kind of support will be most successful - for example, a reading support group, a speaking and listening group.

We also listen to any concerns from parents, Mrs Braisby (SENDCo), Mrs Maloney (Extended Leadership for Low Prior Attainment) and Mrs Newby (Student pastoral and welfare manager) are in close contact with parents on a regular basis and three open mornings and year with parents of pupils with SEND are invited in to talk to the whole of the Inclusion and AEN team.

We use the information we have about each student to plan an individual programme of support with the progress of each child being tracked and any issues addressed quickly.

Your child's House Tutor will make weekly contact with parents/carers during the first half term to make sure that transition is going well. This will help everyone feel confident about the new environment.

How will you evaluate the effectiveness of your provisions for these pupils?

Our provision within the school is constantly being monitored with continual learning walks, staff, pupil and parent feedback. We have three coffee mornings a year for parents of pupils with SEND to come in to talk as well as being available for parents to come in for meetings throughout the year. We carefully monitor the progress and well-being of children and young people with SEND. The SENDCo and her team keep a record of the extra support and an evaluation of what impact it has had.

We also regularly evaluate the quality of our provision for students with SEND, including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff. We also look at work in students' books and the range of resources that pupils can use to complete their work independently.

If we think we can improve on our provision at any point, we will change it so that we can aim for the highest standards. Parent and pupil feedback that is collected at least termly has been very positive and the team has been praised on its holistic approach.

The Governing Body challenges us to make sure we constantly improve the quality of provision for students with SEND and the outcomes that they achieve.

The Academy has a SEND governor. She meets with our SENDCo once a term, makes visits to classrooms looking at learning and teaching and reports termly to the full Governing Body.

What arrangements do you have for assessing and reviewing the progress of these pupils?

All SEND pupils are tracked from the start of their time at Long field Academy. Academic tracking occurs in each department and the data is then analysed by the AEN team and any anomalies within the data are picked up and acted on to ensure progress of all to the best of their ability.

Any pupils that are found to need intervention are picked up and any issues addressed.

What is your approach to teaching these pupils?

All teaching staff within the school teach using quality first teaching methods and differentiation with every class. Long field aims to be a fully inclusive school so this quality teaching is the first step to ensure all pupils can access the varied curriculum on offer. Additional support is offered on a more individualised level with interventions running within the SEND department and curriculum departments.

How will you adapt the curriculum and learning environment for these pupils?

Long field teachers aim to differentiate for all pupils needs. In addition to Classroom differentiation will also work very closely with professional services like the Visually Impaired team, Speech and Language Therapists and Educational Psychology Team to seek advice to adapt learning environments and curriculum appropriately. The inclusion area has many pets, these animals help enable the pupils to talk about any issues that may arise and will form part a small animal course that will start next year.



How will you provide additional support to aid the learning of these pupils?

There are currently 8 experienced and dedicated support assistants within the school all linked to a curriculum area. In addition to classroom based support Interventions take place with all pupils that are identified as working below their targets. These interventions are varied and tailored to the need on the pupil, ran by one of the SEND Team.

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

Interventions are being run all year round varying from Reading and handwriting, Literacy and Numeracy precision Teaching, breakfast literacy club and homework club. There are also lots of extra-curricular clubs run across the school available to all pupils. Lunchtime clubs run every lunchtime within the inclusion department to encourage peer relations and to increase confidence.

In addition to the interventions and clubs the school also runs enrichment activities for all pupils to access, both inside and outside the school premises to enrich the curriculum and provide experiential learning.

What support is available for improving the emotional and social development of these pupils?

Each pupils is part of a house group and every house group completes a SMSC Curriculum during the year to help develop all pupils' social and emotional wellbeing. The School nurse and councillor are both weekly visitors to the school where additional support beyond the AEN team can be accessed.

Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning

Any parent or carer with any concern about their child's learning and progress can contact the SENDCo Mrs Emma Braisby on 01664 561234 or email ebraisby@longfield.leics.sch.uk

What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

All staff at the school receive regular training on best practises and practical ideas to support pupils with SEND. Staff are also following their own professional development plans which for many includes training out of school with leading professional bodies and organisations. Many of the Teaching assistants have also completed or are completing the Outstanding Teaching Assistant Programme.

How will equipment and facilities, to support these pupils, be secured?

A dedicated budget is available and used to recruit resources, equipment and facilities needed for individual pupils that require it.

What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

Parent and pupil voice plays a huge role in the education of all children but especially those with SEND. Termly coffee mornings take place with parents to ensure positive feedback on a regular basis, feedback forms are given out and the data analysed. Regular contact is essential between the AEN team and parents and all contact is aimed to be reciprocated within 24 hours.

Parent and pupil voice are also essential in all annual reviews and feedback is sought and given both before and after the reviews.

Pupils with SEND also design their own pupil passport which outlines their strengths and any difficulties along with their likes and dislikes. These are then shared with staff to help personalise pupils learning.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

All SEND pupils have been involved in building their own one page profile (a pupil passport) that is available for all staff to access. This gives the young person a voice to contribute to what they are good at, what they need help with and how they would most like to be supported. The pupil passports are easy to use and have a photograph included to help staff to familiarise themselves with pupils individual needs.

What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

The first port of call would be the link governor for AEN - Kate Sparling
and /or

Head teacher - Mr Haggett

How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

The AEN team report back to the governing body through the link governor. These meetings are held at least once termly but contact through email and phone much more frequently.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014

Advice and support agencies for parents and carers of young people with SEM/D can be found at http://www.leics.gov.uk/special_education_needs

How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living

Pupils with a statement or an Educations Health Care Plan will have a transition review involving the SENDCo, parents the young person and any other relevant professionals. Pupils are then also invited to addition induction events at the school in the two years previously to moving up to Long Field. At the end of KS3 relevant career advice organisations will be invited to attend reviews. Senior leadership also carry out extra interviews in both year 10 and 11 to fully prepare pupils for the next stage as well as having colleges and sixth forms in to perform market stall style information evenings.

How do you contribute to the publication of the local authority's local offer?

The Leicestershire local offer link can be found at;

http://www.leics.gov.uk/local_offer

And is available through the school website