

Special Educational Needs Information Report

Longley Park Sixth Form – Brigantia Learning Trust

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This report was produced on 21 April 2022 and is due for review no later than 21 April 2023

Longley Park Sixth Form mainly works with Sheffield Local Authority.

Other local authorities may include: Doncaster, Barnsley, Rotherham

Links to the Local offers for each Authority

Sheffield: [Special educational needs and disabilities \(Local Offer\): Support and services for children and young people from 0 to 25 | Sheffield Directory](#)

Doncaster: [Local Offer - Assessment including Education, Health and Care Plans - Doncaster Council](#)

Barnsley: [Synergy - Enquiry \(servelec-synergy.com\)](#)

Rotherham: [Homepage – Rotherham SEND Local Offer](#)

How do we work?

We work to the principles and guidance of the **SEND code of practice: 0 to 25 years**

(Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Please refer to the SEND policy for further details.

[ADD SEND POLICY LINK HERE](#)

The Special Educational Needs Policy ensures all staff take responsibility for the identification and inclusion of students with SEND as an integral part of raising standards.

- Robust systems are in place and reviewed to ensure young people with SEND do not feel directly or indirectly discriminated against, harassed or victimised.
- All students are identified and supported through co-operation and partnership with parents/carers and outside agencies in line with the guidance in the SEND Code of Practice: 0-25 years.
- All students, parents/carers will be fully included in the educational and social life of the Sixth Form, and students will be involved in the development of their own learning.
- All students will be supported so that they can achieve, progress and reach positive destinations in adult life. This includes higher or further education, employment, further training, independent living, achieving good health and participating in the community

Identification and Assessment

Most students with SEND will be identified in their transition from school to Sixth Form. Evidence provided will be used to put reasonable adjustments in place according to need. Sixth Form teaching staff will work with Study Support Staff to identify where a student may be having difficulty which may be because of SEND. Students or their parents/carers may also identify difficulties.

Where an assessment shows support is required:

- The Sixth Form will use its best endeavours to ensure appropriate support/interventions are put in place.
- The Sixth Form will ensure planning for support involves the student and parents/carers, and takes in to account their views about their aspirations, their needs and what support would help them best.
- In cases where specialist assessment or provision is required externally, the Sixth Form will look to signpost students and parents/carers where appropriate.

At Longley Park Sixth Form the SEND Team is referred to as **Student Support Services** and comprises an experienced SENDCO and a team of made up of Learning Support Coordinators and 2 Senior Learning Support Coordinators.

The team has knowledge and experience of working with many Special Educational Needs including

- 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
- Moderate/severe/profound and multiple learning difficulties

We work with professionals such as medical professionals and Local Authority professionals in order to support individual need.

Students may have an Education and Health Care Plan. These are documents drawn up by the Local Authority for children or young adults with Special Educational Needs and Disabilities in accordance with the SEND Code of Practice.

An EHCP describes the young person's special educational needs and any health and social care need and establishes desired outcomes across education, health and social care for the child or young person whilst stating how services will work together to meet need.

Transition is very important for students with SEND, but especially for those with EHCPs. We contact secondary schools as soon as we are aware of application so that we have support in place on entry and can offer additional transition experiences if necessary. EHCPs are reviewed at least annually with the Local Authority Officer, all relevant agencies, the student and their parent/carer.

The majority of students with SEND will not have an EHCP. Students may have additional targets/plans in plans to help monitor and support their learning.

The identification and assessment of the special educational needs of students whose first language is not

English, requires particular care. Teachers and the Head of ALS will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or which arise from special educational needs.

How do we support students?

The Student Support Services team collate and share information to help teachers and to adapt the way they support students. This information is available on our internal reporting system and is updated as necessary.

Support offered includes:

- **Liaison with teachers and Student Support Services.**

It is the responsibility of the class teacher to include students with SEND, to carry out planning and manage support, and provide resources to enable them to access a broad and balanced curriculum. Teachers will work with the Student Support Services Team to maximise the effectiveness of support.

- **Adapted teaching**

Teachers may be guided to adapt teaching. This may include, but is not limited to adaptations such as printing on coloured paper, more frequent checking of understanding, additional explanation of subject specific vocabulary, providing adapted handouts, use of assistive technology etc.

- **In class support.**

A member of the Student Support Services Team may attend lessons in order to provide planned in class support or to familiarise themselves with current learning in order to provide targeted support during 1:1 sessions.

- **One to one support sessions.**

Students work with a Learning Support Co-ordinator/s to discuss and agree what support will be most effective. Learning Support Co-ordinators are in regular contact with students, teachers, parent/carers (if appropriate). The sessions offer support with areas including, but not limited to, drafting, editing, organisation, grammar, revision, social support etc.

- **Opportunities for time out or quiet space.**

There are times that students may just need time and space to allow them to refocus. Designated spaces are allocated within the Sixth Form.

- **Working with other services:** The Sixth Form maintains links with external professionals who may advise on suitable support or who, occasionally, may make visits into Sixth Form in order to support students directly.

- **Exams access support**

It is the duty of the Head of Additional Learning Support to consult with and assess students for access arrangements, and to liaise with the Access Arrangement Officer and Exams Officer in order to ensure these arrangements are communicated and implemented as a normal way of working. Assessments are carried out by a fully qualified and experienced assessor.

- **Physical and/or Medical Support**

Student Support Services Team collate information about individual need. This will be collected from the student, parents, carers, medical services and shared as appropriate with Sixth Form staff.

- **Social, emotional, mental health support**

The Sixth Form ensure all students receive pastoral support. Safeguarding issues and issues relating to student mental health, are referred to the Safeguarding Team in Sixth Form. For more information see our Safeguarding Policy and Procedures. The Sixth Form has a wealth of resource in relation to counselling and wellbeing.

Reasonable adjustments are made clear to teaching staff to enable them to plan and deliver a supportive and inclusive learning experience. Information about the needs of students with SEND, including updates about the support they receive from Student Support Services are available to teaching and pastoral staff in Sixth Form. Staff can use this information to plan differentiated lessons.

Class teachers, teaching departments and Learning Support Co-ordinators monitor all student performance and attendance. Student Support Services Staff monitor students with SEND and regularly review the support in place at each assessment point. Study Support Tutors may discuss assessment data with students in order to inform future planning and to monitor progress or celebrate improvement.

The department also offers social support via lunch time support sessions. These sessions are aimed at offering social contact for students who may not feel confident in making friendships in Sixth Form. All students, including those with SEND are encouraged to participate in enrichment activities. If necessary, this may be supported by a Student Support Services, especially during initial sessions.

Evaluating effectiveness of SEND Provision

The Head of Additional Learning Support monitors student progress via:

- Reviewing progress according to assessments data
- Discussion with teachers
- Discussions with students
- Discussion with other Sixth Form staff including Academic Tutors
- Liaison with parents/carers.

Sharing Information with parents/carers

Parents/carers are welcome to contact Study Support Tutors or Head of Additional learning Support via email or phone to discuss progress and/or concern.

Study Support Tutors provide regular contact with parents/carers of students with an EHCP or for those they meet on a regular basis.

The Head of ALS and LST Will try to ensure that parents are clear about aspects of the Code of Practice and the procedures involved in it. Contact may be made via by letter, phone, email or face to face meeting.

Parents/carers are contacted when their child is absent from sixth form by phone or text unless they have contacted sixth form already.

Please contact Erika Reynolds or the appropriate Academic Tutor if you have a concern you would like to discuss.

Feedback

If you would like to discuss support further or if you have any suggestions for further improvements, please contact:

Head of Additional Learning Support (SENDCO): Erika Reynolds.

Email: EReynolds@brigantiastrust.net

or

SEND Senior Link: Alison Dennis – Deputy Principal

Email: ADennis@brigantitrust.net