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# **LONGLEY PARK SIXTH FORM ACADEMY**

## **SEND INFORMATION REPORT**



## Document Control

<b>Title:</b>	SEN Information Report
<b>Policy Lead:</b>	Jamie Davies
<b>Category:</b>	SEND
<b>Date Approved:</b>	
<b>Approved by:</b>	
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## Review

Date:	Version:	Author:	Revisions:



This information report has been prepared by James Simpkins – Assistant Principal for Inclusion.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy’s SEN policy.

<p><b>The academy makes provision for the following kinds of SEN</b></p>	<p><i>The team has knowledge and experience of working with many Special Educational Needs including</i></p> <ul style="list-style-type: none"> <li>• <i>Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties</i></li> <li>• <i>Cognition and learning, for example, dyslexia, dyspraxia,</i></li> <li>• <i>Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),</i></li> <li>• <i>Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</i></li> <li>• <i>Moderate/severe/profound and multiple learning difficulties</i></li> </ul>
<p><b>The academy identifies and assesses SEN by:</b></p>	<p><i>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 Additional learning 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:</i></p> <ul style="list-style-type: none"> <li>• <i>The Sixth Form will use its best endeavours to ensure appropriate support/interventions are put in place.</i></li> <li>• <i>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.</i></li> <li>• <i>In cases where specialist assessment or provision is required externally, the Sixth Form will look to signpost students and parents/carers where appropriate.</i></li> </ul>



<p><b>The academy supports SEN in accordance with its policy framework which is set out at:</b></p>	<p><i>SEND Policy</i></p> <p><i>These policies set out the academy’s approach to</i></p> <ul style="list-style-type: none"> <li>• <i>Assessing and review the progress of children with SEND;</i></li> <li>• <i>Teaching children with SEND;</i></li> <li>• <i>Adapting the curriculum and learning environment for children with SEND;</i></li> <li>• <i>Making decisions on additional support in relation to children with SEND;</i></li> <li>• <i>Supporting the emotional, social and mental development of children with SEND; and</i></li> <li>• <i>Evaluating the effectiveness of our provision for our children with SEND.”</i></li> </ul>
<p><b>The academy’s Learning Support Managers details are:</b></p>	<p><b><i>Additional Learning Support Manager: Candice Bonser</i></b>  <i>Email: <a href="mailto:cbonser@brigantiatrust.net">cbonser@brigantiatrust.net</a></i></p> <p><b><i>SEND Senior Link (SENCO): James Simpkins – Assistant Principal for Inclusion</i></b>  <i>Email: <a href="mailto:JSimpkins@brigantiatrust.net">JSimpkins@brigantiatrust.net</a></i></p>
<p><b>The academy’s staff have been trained and have expertise in the following areas:</b></p>	<p><i>There is a comprehensive CPD offer for staff and some of the following specific training has been offered: -</i></p> <ul style="list-style-type: none"> <li>• <i>Personal Care</i></li> <li>• <i>Equality and diversity</i></li> <li>• <i>Quality first teaching</i></li> <li>• <i>ASD</i></li> <li>• <i>Dyslexia</i></li> <li>• <i>Hearing impairment</i></li> <li>• <i>Visual impairment</i></li> </ul>
<p><b>The academy will secure equipment and facilities for children with SEND by:</b></p>	<p><i>Set out what actions the academy will take and the funding available to support additional equipment or facilities</i></p>



	<p><i>Equipment is arranged and ordered in accordance with learners need based on physical, sensory and learning needs.</i></p> <p><i>Adaptive equipment is in place or (arranged) when required for learners.</i></p> <p><i>Disability</i></p> <ul style="list-style-type: none"><li>• <i>Adjustable tables</i></li><li>• <i>Wheelchairs</i></li><li>• <i>Moving and handling equipment e.g., hoist, rotunda, commode, handrails, adaptions to toilet.</i></li><li>• <i>Lift access</i></li><li>• <i>Hearing aid batteries</i></li><li>• <i>Adjustable seating</i></li><li>• <i>Ramps</i></li><li>• <i>Radio aids</i></li><li>• <i>Visual aids</i></li><li>• <i>Reading pens</i></li><li>• <i>Reading/ dictation software</i></li><li>• <i>Fidget tools</i></li><li>• <i>Sensory room/ equipment</i></li><li>• <i>Overlays/ coloured paper</i></li><li>• <i>Left and right-handed scissors</i></li><li>• <i>Whiteboards</i></li><li>• <i>Specialist resources</i></li></ul>
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<p><b>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</b></p>	<p><i>The following steps are in place for robust communication with parents: -</i></p> <ul style="list-style-type: none"> <li>• <i>Transition meetings</i></li> <li>• <i>Enrolment</i></li> <li>• <i>Parent evening</i></li> <li>• <i>Half termly contact home where keyworks are assigned</i></li> <li>• <i>Annual reviews</i></li> <li>• <i>Parental meetings</i></li> </ul>
<p><b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</b></p>	<p><i>If a parent/carer is unhappy about any aspect of SEND provision, then they should contact the ALS Manager.</i></p> <p><i>If a parent/carer has not found a satisfactory resolve, they should contact the Executive Principal in writing (this document can be accessed on?).</i></p> <p><i>If a parent/carer has not found a satisfactory resolve, they should contact the Chair of Directors in accordance with the academy's complaints procedure.</i></p> <p><i>If a parent/carer has not found a satisfactory resolve with this process, then the independent service – Sheffield SEN and Disability Information Service (SENDIAS) is available to resolve any difficulties.</i></p> <p><i>The Local Authority must provide an independent advice scheme for parents of all children with SEND (with or without statements/EHC Plans). This Service provides information, advice and guidance, independent parent/carer supporters and looks for practical educational solutions acceptable to all parties which are in the best interests of the pupil.</i></p>
<p><b>The academy works with other agencies to support children with SEND and their families by:</b></p>	<p><i>Below are the agencies the academy generally works with and how support from those agencies is obtained: -</i></p> <ul style="list-style-type: none"> <li>• <i>Hearing Impairment Department</i></li> <li>• <i>Visual Impairment Department</i></li> <li>• <i>NHS (Personal Care Team)</i></li> </ul>



	<ul style="list-style-type: none"> <li>• <i>Autism team</i></li> <li>• <i>Travel training</i></li> <li>• <i>Speech and Language therapy</i></li> <li>• <i>Occupational therapy</i></li> <li>• <i>Educational psychology</i></li> </ul>
<p><b>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b></p>	<p><a href="https://sheffieldsendias.org.uk/">https://sheffieldsendias.org.uk/</a></p>
<p><b>The academy works on transition arrangements for children joining or leaving the academy by:</b></p>	<p><i>Set out the academy’s approach to transitional arrangements. What steps are taken to assist children joining or leaving the academy.</i></p> <p><i>The Additional learning Support Manager will liaise with parents, carers, learner, SENDco (at previous provider) to plan transition prior to enrolment to Longley Park sixth form.</i></p> <p><i>Consultation process is in place, for applications of learners with EHCP’s to outline learners’ requirements or additional learning and medical needs to ensure we can meet the need of the learner.</i></p> <p><i>We offer visits and meetings to arrange transition plans for learners with EHCP’s and special educational needs and disabilities prior to applying to the college. We offer advice on course options and progression routes.</i></p> <p><i>We have a next steps event to allow learners to experience the college for a day, by meeting teachers, tutors and support staff as well as attend lessons.</i></p> <p><i>Learners are supported during enrolment and induction to ensure that the learners’ transition arrangements are being met. Learners meet with additional learning support coordinators on the day of enrolment to discuss and plan for adaptations and strategies for lessons, according to their needs. Plans are put in place to ensure learners can access learning, opportunities, services and support.</i></p> <p><i>Teachers and support staff are informed of adaptations and strategies. Quality first teaching is implemented to support all students and</i></p>



	<p><i>allow learning to be accessible for all. Graduated approach is planned into lessons, to ensure that support plans are implemented and reviewed regularly.</i></p>
<p><b>The Local Offer produced by the Sheffield Local Authority is available at:</b></p>	<p><b><i>Sheffield:</i></b> <u><a href="http://sheffielddirectory.org.uk">LocalOffer   Sheffield (sheffielddirectory.org.uk)</a></u></p> <p><b><i>Doncaster:</i></b> <u><a href="#">Local Offer - Assessment including Education, Health and Care Plans - Doncaster Council</a></u></p> <p><b><i>Barnsley:</i></b> <u><a href="http://servelec-synergy.com">Synergy - Enquiry (servelec-synergy.com)</a></u></p> <p><b><i>Rotherham:</i></b> <u><a href="#">Homepage – Rotherham SEND Local Offer</a></u></p>