
Creating Excellence Together,
through a culture of care

SEND POLICY

Longley Park Sixth Form Academy



BRIGANTIA
LEARNING TRUST

Creating Excellence Together,
through a culture of care

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June 25	1	Nicola Sherwood	Change of wording throughout document from pupils to learners
			Removal of information within this document that is included within the SEN Information Report rather than policy
			Pg 4 – Aims Added the word disabilities and amended SEN to SEND Changed children to children and young people Added statement of intent Added section 2 – Key Principles & Outcomes
			Pg 5 – wording altered to reflect removal of information report from this document Added Equality Act 2010
			Pg 6 – Roles and responsibilities re-ordered to reflect scheme of delegation
			Pg 7 – removal of SEN Information Report section as this will be a separate document rewording - autistic spectrum disorder replaced with autism
			Pg 8 – rewording differentiation replaced with adaptation
			Pg 9 – rewording of complaints section Addition of relevant policies



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1. Aims

Our SEND policy and information report aims to:

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

Our commitment to inclusive education lies at the heart of our policy and practice in meeting the needs of all learners. We believe that every child and young person, regardless of need or disability, should feel welcomed and valued as an individual and that working in close partnership with parents enables us to nurture and support all our children and young people to become healthy, independent, successful and caring citizens. We seek to ensure that children with SEND are fully included in all aspects of school life including access to a wide and engaging curriculum. Our intent is that every teacher is a teacher of SEND, every leader is a leader of SEND and as such SEND is woven into our culture of care to create excellence together.

Our partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their true potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a learner's need and the best ways of supporting them. We believe that children and young people with SEND and their parents/carers should be at the heart of planning and decision making.

We believe that all children and young people should be given the support, resources and encouragement they need to develop a love of learning and master the skills needed to become confident, independent learners in order to achieve the highest level of personal achievement, empower them to fulfil their learning potential and prepare them for the next stage in their education.

2. Key Principles & Outcomes

We have a holistic knowledge and understanding of individual learners to ensure we meet their needs.

We will ensure:

- All staff understand the whole child/young person and their barriers to learning.
- All staff establish positive relationships with learners, underpinned by trust and mutual respect.
- Robust systems and processes are in place across the Trust to support early and accurate assessment and identification of need.
- Comprehensive information about learners' needs is gathered from a range of internal and external sources.
- Information about learners' needs is shared in a clear and timely manner.
- The graduated approach is adopted to support all learners with SEND.



Outcomes:

Learners with SEND will:

- attain ambitious academic outcomes that enable them to access their next steps in education, employment or training.
- meet their individual personalised targets.
- successfully participate in society.
- know how to keep themselves healthy and safe.
- have fully participated and benefited from the Trust's Character Education 2-19.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010

This policy also complies with our funding agreement and articles of association.

4. Definitions

A learner has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A learner of compulsory school age has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools or mainstream post-16 provision.



5. Roles and responsibilities

4.1 The Principal

The Principal will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.2 The SENCO

The SENCO is James Simpkins.

They will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure learners with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned.
- Work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all learners with SEN up to date.

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision.
- Ensuring they adhere to this SEND policy.



5. SEND Areas of Need

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- 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

6. Identifying learners with SEND and assessing their needs

Before entry to Longley Park Sixth Form Academy, information is obtained about each learner through conversations with learners, parents and staff along with visits to current settings. This, coupled with levels of attainment on entry, enables teachers to identify and plan for support needed to promote a smooth transition between key stages.

Class teachers make regular assessments of attainment and progress for all learners and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the learner's previous rate of progress.
- fails to close the attainment gap between the learner and their peers.
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and 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.

7. Consulting and involving learners and parents/carers

Consultations with parents/carers will ensure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- The academy considers any concerns the parents/carers may have.
- Parents/carers are clear about the graduated approach being implemented to support their child.
- Everyone understands the agreed outcomes sought for the learner.
- Everyone is clear on what the next steps are.

Permission will be sought from parents/carers before any individual programme is begun or before any external agency works with their child.



8. Assessing and reviewing learners' progress towards outcomes.

Throughout Brigantia Learning Trust, we follow the graduated approach (four-part cycle) of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

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

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We regularly review the effectiveness of the support and interventions carried out across school and their impact on the learner's progress.

9. Our approach to teaching learners with SEND

All teachers are teachers of learners with special educational needs or disabilities. Teaching such learners is, therefore, a whole academy responsibility requiring a whole academy response. High Quality Teaching and Learning is the benchmark for every lesson drawing upon evidence-based strategies (e.g., EEF's Five-a-day Principles), with adaptation and personalisation for individual learners.

Learners will be taught, as far as is appropriate for their own needs, in classes with their peers where they may receive additional support. They may also receive additional support from teaching staff in withdrawal groups.

We work with a range of professionals to provide additional support for learners with SEND.

10. Expertise and training of staff

As a Trust, we ensure that each academy has a suitably qualified SENCO.

A programme of CPD is arranged annually for all staff; information on SEND is included as a standing item in staff meetings.

All staff are encouraged to develop skills to meet the needs of learners with SEND. The SENCO offers advice to staff on strategies to support learners in lessons.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.



11. Evaluating the effectiveness of SEND provision

The effectiveness of the school's provision for learners with SEND is evaluated by:

- Reviewing learners' individual progress towards their targets (at least termly)
- Reviewing the impact of interventions (at least half-termly)
- Gathering learner and parent views
- Monitoring by the SENCO and other leaders, including wider Trust and Trustees
- Reviews of Pupil Profiles, Learning Plans and Extended Support Plans (at least termly)
- Holding annual reviews for learners with EHC plans

12. Complaints about SEND provision

We urge parents/carers with any concern regarding the SEND policy or the provision made for their child to speak to the academy as soon as possible and, in the first instance to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Principal. If concerns are still unresolved, parents/carers may wish to engage with the academy's complaints policy.

NB any issue relating to statutory SEN assessments should be pursued with the relevant LA and not via the academy complaints policy.

13. Contact details of support services for parents/carers of pupils with SEND

The details of support services available to parents of pupils with SEND in Sheffield can be found on our academy website or at the link below:

<http://www.sheffielddirectory.org.uk>

14. Monitoring arrangements

This policy will be reviewed **every year** and approved by the Board of Trustees.

15. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Attendance
- Behaviour
- Child Protection and Safeguarding
- Equality information and objectives
- Exclusions
- Supporting pupils with medical conditions
- Teaching and Learning

