



LONGSPEE

Special Educational Needs and Disabilities (SEND) Information 2023-2024



Bournemouth, Christchurch and Poole (BCP)
Updated: Autumn 2023

What is the BCP SEN and Disability Local Offer?

BCP Council provides comprehensive information about the local services provided for children and young people with special educational needs and disabilities (SEND). This offer will include provision from 0 to 25 across education, health and social care. BCP's Local Offer can be found here:

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

The Longspee Secondary Academy Provision

Considering Provision:

How will Longspee Secondary know if my child needs extra help, and what should I do if I think my child has special educational needs?

Students who attend Longspee academy (Secondary) will already present with SEND, and will already have an EHCP. We are a specialist provision for children who can display a range of social, emotional and mental health needs with a diagnosis of Autism Spectrum Disorder.

We have a clear approach for identifying and responding to additional SEND within Longspee academy (Secondary), within our graduated provision. Led by the Special Education Needs and Disabilities Co-ordinator (SENDCo), we ensure that those students who require different or additional support are identified at an early stage.

On entry to Longspee academy (Secondary), students are baselined with regard to their academic, social and emotional needs which may flag up those who require additional class-based interventions and/or further assessment. Upon entry, we gather information from your child's previous school and other professionals already involved.

If you think your child may have additional SEND you are very welcome to discuss this with us at any time.

Further support can be provided from a range of educational specialists within the Academy.

How will Longspee academy (Secondary) support my child?

Our students have a wide range of needs including those associated with ASC alongside social, emotional and mental health – these can include communication, interaction, and/or a specific learning difficulty. The profile and pattern of learning needs as exhibited by the students can vary greatly therefore our provision is responsive to individual learning need. A high adult to student ratio across Longspee academy (Secondary) ensures that we can be responsive and student focused.

To ensure that your child receives the highest possible quality of education, we ensure that SEND needs are met, addressed and considered by a variety of class-based and support based staff, who work together to remove barriers which may prevent student progress, using a variety of specialist resources and approaches. We work with specialist therapeutic staff to support learning need, to ensure that the curriculum diet is well matched to every student.

The teaching and learning strategies used across our school not only meet our student's ASC profile but represent Quality First teaching in general. These include the Rosenshine Principles, (which address how people learn and acquire new information, implementation of effective classroom strategies and how teachers can support students whilst learning complex material) and the use of the SPELL framework developed by the National Autistic

Society which comprises of five principles of best practice: Structure, Positive, Empathy, Low arousal and Links

How will the curriculum be matched to my child's needs?

When defining the coverage, sequencing, depth and quality of learning, we use the National Curriculum as guidance. Our curriculum is regularly reviewed and is adaptive where required. The students' learning journey is designed to enable all students to achieve their best and to prepare them for adulthood. We ensure that lessons are engaging and relevant to each student, differentiated on an individual basis.

As a guiding principle, we want every student to be part of every lesson – and to work as part of their whole class. At times, and due to circumstances related to their Pastoral, ASC, SEMH and Academic need, it may be more appropriate for a student to engage in a more personalised curriculum. A personalised approach to the curriculum can take many forms, in addition to class lessons: individual or paired literacy or numeracy interventions, booster sessions, pastoral support intervention, Wellbeing & Personal Development sessions, 1-1 lessons, yoga, Occupational Therapy support and the use of sensory resources, Speech and Language support, sessions with off-site coaching mentors and a variety of other bespoke approaches (e.g. Mosaic, following loss, KORU etc).

How will both the school and I know how my child is doing, and how will staff help me support my child's learning?

At Longspee academy (Secondary), we use a team approach to continuously monitor and review your child's progress, using a rigorous and moderated approach. Any concerns around a student's progress are always discussed within a staff group in the first instance, who will work in a person-centred approach to find a solution.

Every student will receive a written report on a bi-annual basis to ensure that you are kept up to date with progress. Progress will be discussed during Annual Reviews, parents' afternoons, and through regular phone calls between school and home. We are always happy to talk through any matters at any time: please do contact your child's class teacher in the first instance.

What support will there be for my child's overall wellbeing?

We want all our students to be happy, self-confident and able to engage with the world around them positively and successfully. Due to high ratio of staff to students we 'get to know' our students very well and can identify when a student requires extra support with their personal wellbeing. We hold and nurture the wellbeing of our students through our curriculum, our staffing structure and our daily school life.

All members of staff understand that ensuring the safety and wellbeing of students is key to learning, progress and happiness. We understand the importance of building trust and positive relationships for learning, and work within the frameworks offered through UPR* and using a PACE* approach.

Wellbeing can be maximised through a teamwork approach. We rely on regular communication with parents/carers to help keep us informed if there is anything happening outside school that may impact on progress and behaviour during the school day. For example, if we know that your child is arriving at school particularly unsettled, we can be

increasingly prepared to support them upon arrival. Equally, we will inform you if something significant has happened during the day which might affect their behaviour on the return home. With close communication between home and school, we can support your child's wellbeing in the best way possible.

What specialist services and expertise are available at, or accessed by, the school?

Longspee academy (Secondary) caters for students with ASC as the main diagnosis as part of their social, emotional and mental health needs, sometimes alongside other associated and/or specific SEND. We have access to staff who specialise in specific areas to meet your child's needs: SALT (Speech and Language Therapy), OT (Occupational Therapy), DDP (Dyadic Developmental Psychotherapy), EP (Educational Psychology), CAMHS (Child and Adolescent Mental Health Service) and liaise with these, and other professionals and specialist services, to meet the needs of individual students. We act upon their advice, monitoring and reviewing progress and support regularly, with parents/carers and the student themselves.

* UPR - https://en.wikipedia.org/wiki/Unconditional_positive_regard

* PACE - <https://ddpnetwork.org/about-ddp/meant-pace/>

Access arrangements (to formal/National assessments): to enable equal access to formal, external exams, access arrangements may be applied for where this has been the student's normal way of working or learning access and is in line with their EHCP. Parents and students will be informed as to whether the application is successful. Access arrangements can be for one or more of the following:

- Extra time during an exam
- A reader
- A scribe
- Visually altered papers
- Use of a laptop for extended written exams
- Movement breaks
- Use of a different exam room

What training do the staff supporting children with special educational needs & disabilities have?

Longspee academy (Secondary) is a specialist provision: all staff have opportunities for professional development and take part in training within and across the multi academy trust (Ambitions, Academies Trust). Specific Examples of training participated in in the last 24 months include:

- Keeping Children Safe in Education and other Safeguarding Courses
- Making sense of Autism
- Good Autism Practice
- Sensory Breaks
- Supporting literacy and numeracy practice

- Attachment Awareness
- Understanding Attachment Disorder – delivered by the EP
- 'In-house' staff meetings and INSET across Longspee academy (Secondary)
- Team Teach – supporting behaviour and deescalating challenging situations
- SPELL Framework
- Quality of Education – Curriculum
- Basic Health and Hygiene
- National College courses, including; Child Neglect, Young Carers, raising awareness of LGBT, Child Exploitation, Preventing Bullying, Prevent

How accessible is Longspee academy (Secondary)'s environment?

The physical environment at Longspee Secondary is fully accessible. The building is fully ground level.

There are disabled washroom facilities accessible for staff, students and visitors. There are disabled parking spaces allocated in the car parks

Any equipment provided which supports a child in their access to the learning environment is used as appropriate, and as directed by specialists, e.g. hearing packs, sensory equipment such as wobble cushions. Advice is followed concerning the size of font used on resources and IT equipment, to aid visually impaired students, and specific need (e.g. dyslexia).

All staff have received health and safety training, and regular site management meetings ensure that the building is accessible.

How will my child be included in activities outside of the classroom, including school trips?

There are many occasions when your child may be involved in Learning Outside the Classroom (LOTC). These occasions may include educational visits, as part of a personalised curriculum, courses at other institutions, sports events, college taster days and reward trips. All students where the activity is planned for will attend, unless risk assessment due to dysregulated behaviour is too high or permission from parents/carers hasn't been given.

How will Longspee academy (Secondary) prepare and support my child to move on to another school?

We understand that transition can be an anxious time for students and parents alike, so we work in partnership to ensure that any transition is as successful as possible. Some ways in which we support the transition process include:

- Information Sharing. We will provide the receiving school with all the information and records necessary to aid a smooth transition
- Preparatory Visits
- Transition Planning

○ Transition Support

How are Longspee academy (Secondary)'s resources allocated and matched to children's special educational needs?

Alongside the taught curriculum in school, we also have a Graduated Response to student need within Longspee academy (Secondary), which includes for example access to in-house interventions as well as access and support through therapeutic support. It is essential we ensure the correct resources are in place for these to run effectively, and these aspects are part of our wider curriculum offer. We constantly review the responsiveness of our provision to ensure we meet need and maximise progress, evidencing the efficient use of resources at all times.

We work in partnership to ensure that students make progress towards their statutory targets, measuring the impact and accountability of specific interventions and funding amounts (e.g. pupil premium).

How are decisions made about what type of support, and how much support, my child will receive?

We provide consistent and ongoing SEND support, with an inspiring curriculum which allow our students to excel. Depending upon need, we ensure that partnership working leads us towards outstanding support: the family and professionals involved can offer their views around provision design.

The allocation and use of additional SEN resources are discussed and agreed at an Annual Review, to maximise student outcomes. Progress is reviewed regularly to help support future planning, and involves support from a number of agencies, whenever required.

We work inclusively within the Equalities Act 2010, understanding that we are legally, and morally, bound to make all reasonable adjustment to meet need, within our Graduated Response.

How are parents involved with Longspee academy (Secondary)? How can I be more involved?

We will always find that the best way to support your child, by working as a team. We will keep you informed about the levels of support and progress made by your child and invite you to join the team!

There are several occasions where parents/carers are invited into school throughout the year, but welcome your contact at any time of the year. Alongside face-to-face contact, we also use a variety of electronic approaches to communicate with parents, including our website and occasionally Teams meetings.

If any parents/carers you have any interests, expertise, or secret talents which you feel could benefit our students, we would welcome hearing from you!

Links and other information:

Longspee Academy MAIN

[Longspee Academy - Part of Ambitions Academies Trust. \(longspee-academy.co.uk\)](https://longspee-academy.co.uk)

longspee Academy (Primary):

[Longspee Academy - Part of Ambitions Academies Trust.
\(longspee-academy.co.uk\)](https://longspee-academy.co.uk)

Tregonwell Academy (Secondary):

[Longspee Academy - Part of Ambitions Academies Trust. \(longspee-academy.co.uk\)](https://longspee-academy.co.uk)

Ambitions Academies Trust

<http://www.ambitions-academies.co.uk>

BCP Local Offer

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

BCP Graduated Response

[Graduated response toolkit \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)