



**Longcause Community
Special School**

SEND POLICY

Signature of Head:	Anne Hutchinson
Date:	12.02.2025
Signature of Chair of Governors:	Fred Jenkins
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Longcause Community Special School

Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

Longcause Community Special School is committed to providing an inclusive, high-quality education that meets the needs of pupils with communication, interaction, cognition, and learning difficulties, particularly autism. Our aim is to nurture a supportive and engaging environment where every pupil can achieve their full potential.

2. Aims and Objectives

- To provide a safe, structured, and inclusive environment for all pupils.
- To deliver a broad and balanced curriculum tailored to individual needs.
- To ensure that all pupils receive appropriate support to achieve their potential.
- To work in partnership with parents, carers, and external agencies.
- To promote independence, self-confidence, and well-being.

3. Identification and Assessment of SEND

- Pupils attending Longcause have an Education, Health, and Care Plan (EHCP) detailing their SEND needs.
- Individual needs are assessed through observations, formal and informal assessments, and external specialist input where necessary.
- Regular reviews ensure that pupils' needs continue to be met effectively.

4. Teaching and Learning

- A personalised approach is taken, considering each pupil's strengths and needs.
- Teaching strategies include structured teaching, sensory integration, visual supports, and adapted communication methods.
- A differentiated curriculum ensures that all pupils can access learning at an appropriate level.
- Use of therapy plans, including speech and language, occupational therapy, and physiotherapy, where appropriate.

5. Supporting Well-being and Inclusion

- A strong pastoral support system is in place to promote mental health and emotional well-being.
- The School Family Team, sensory integration support, and behaviour interventions provide additional help where needed.
- Pupils have access to structured play opportunities and adapted outdoor provision.

6. Working with Parents and Carers

- Open communication is encouraged through regular meetings, email, and messaging and phone calls.
- Parents are involved in the review of EHCPs and target-setting for their children.
- Support is provided to help families navigate services and resources available to them.

7. Multi-Agency Collaboration

- The school works closely with speech and language therapists, occupational therapists, educational psychologists, and other external professionals.
- Regular team meetings ensure a coordinated approach to supporting each pupil.

8. Transition Support

- Tailored transition plans are in place to support pupils moving into, within, and beyond Longcause.

- Close collaboration with families and receiving schools ensures a smooth transition process.

9. Monitoring and Evaluation

- The SEND policy is reviewed annually to ensure its effectiveness.
- Pupil progress is tracked through EHCP outcomes, assessments, and teacher observations.
- Regular self-evaluation and feedback from stakeholders inform improvements to SEND provision.

10. Compliance and Review

- This policy aligns with the SEND Code of Practice (2015) and other relevant legislation.
- The policy is reviewed annually by the Senior Leadership Team and governing body.

For further information, please contact the school's SENDCo or Headteacher.