



**Longcause Community  
Special School**

# **SEND POLICY**

Signature of Head:	Anne Hutchinson
Date:	12.02.2025
Signature of Chair of Governors:	Fred Jenkins
Date:	12.02.2025
Agreed by the Governing body on:	12.02.2025
Minute Reference:	163

Reviewed by:	Anne Hutchinson
Creation date:	January 2025
Checked by:	Anne Hutchinson
Master file location:	Google Drive – Admin Drive
Next review date:	January 2026

# **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.