Longsands Academy and Sixth Form SEND Information Report 2026-2027

The purpose of this document is to inform parents and carers about:

- How we welcome students with special educational needs into our Academy and Sixth Form community.
- How we support them in all aspects of Academy and Sixth Form life and remove any potential barriers to achievement.
- How we work in close partnership with parents/ carers and children.

What kind of school is Longsands Academy and Sixth Form?

Longsands Academy is a fully inclusive secondary Academy for 11- 18-year-olds. We pride ourselves on providing an engaging and supportive environment in which our students feel empowered to reach and embrace their full potential with confidence.

What is our vision and what do we think is important at Longsands Academy and Sixth Form

At Longsands Academy and Sixth Form, we celebrate diversity, and we cherish difference. Longsands Academy and Sixth Form are committed to the inclusion of students with additional learning needs and disabilities. We believe that achievement is gained through having an inspiring, caring and enriching academy experience and that all students should have equal access to a broad and balanced curriculum.

What are special educational needs and disabilities?

The SEN Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What is the Local Authority Local Offer?

This is a resource developed by the Cambridgeshire Local Authority to signpost services and provision for young people with SEND in the local area. Please follow this link to find out more https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/

Where can I access independent help and support?

- The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/

- Core Assets Children's Services: Commissioned by the Council for Disabled Children to deliver Independent Support to young people and their families. www.coreassets.com/what-we-do/independent-support-service/
- IPSEA: Independent parental special educational advice. http://www.ipsea.org.uk/
- Pinpoint Cambridgeshire helps county parents and carers, especially those with children with additional needs and disabilities. They are able to offer support with:

1. Information and contacts with professionals and expert advisors
2. Links to support groups across the county
3. Training and workshops on Autism and ADHD and Preparing for Adulthood (14-25s) speaking up on issues affecting families
4. Opportunities to improve services such as health, social care and education
5. An annual conference showcasing support and services for Cambridgeshire families affected by disability and additional needs.

https://www.pinpoint-cambs.org.uk/

How do we consult with parents of children with SEND and involve them in their child's education?

We aim for open and transparent communication and consultation with young people and their parents/carers. We prefer to meet and discuss things face to face, through pupil review meetings and other meetings as the need arises. Email can also be useful as it allows for clear communication which can be referred back to, as required.

Please contact the SENCo here: Caroline.Doolan@astrea-longsands.org

You can also contact Tracey Collingwood at Tracey.Collingwood@astrea-longsands.org for enquiries regarding scholars in Year 7 to 9 and Hannah Coles at Hannah.Coles@astrea-longsands.org for scholars in Years 10 and 11.

How do we consult with young people with SEND and involve them in their education?

- Students with an EHCP have the opportunity to tell us what they think through the annual review
- Students are involved in writing their SEND information sheets, gathering their views through a key worker
- Students will be invited to meetings about them, and we will respect their views on how they wish to participate

What kinds of special educational needs and disabilities might students at Longsands Academy have?

There are 4 broad areas of SEND:

1. Communication and interaction

Speech language and communication needs. Autism Spectrum Conditions, including Asperger's syndrome and Autism.

2. Cognition and learning

Moderate and Severe learning needs including global learning delay. Specific learning needs, including dyslexia, dyspraxia and dyscalculia.

3. Social, emotional and mental health

Difficulties with poor mental health and wellbeing including anxiety and depression. Difficulties with regulating and managing emotions. Disorders such as Attention Deficit Disorder, Attention Deficit, Hyperactivity Disorder, Attachment Disorder, Pathological

Demand Avoidance, Obsessive Compulsive Disorder, Oppositional Defiant Disorder.

4. Sensory and/or physical

Physical disability, vision or hearing impairment, multisensory impairment.

What provision is available for students with SEND at Longsands Academy?

Area of need	Provision
General Support	• Staff at Longsands are committed to supporting students who have or may have special educational needs. The first wave of support consists of excellent targeted classroom teaching by subject teachers, following the Seven Principles of a lesson at Longsands Academy and Sixth Form • Staff undertake continued professional development in relation to SEND. • EHCP students have individual learning plans, which are documents devised and reviewed by students, parents and staff. These are shared with all adults working with the student • Teaching assistants work alongside teachers to provide additional support within some lessons and during intervention sessions • Break and lunch time provision includes supervised bases for smaller groups of students to eat and interact. • Supervised spaces are available for students to do homework, or quiet activities.
Communication and Interaction	Targeted programs to improve communication and interaction skills including: • Targeted communication programs devised with close liaison with speech and language therapy service (LINGO). • Social skills groups such as 'Think for the Future' • Lego Therapy sessions with small groups
Cognition and Learning	If a student has difficulties with literacy and learning they can access: • High Quality Teaching with appropriate differentiation • In class support • Visual aids to support key vocabulary, concepts and themes • Catch Up Literacy • Small group work with a specialist teacher • Additional Literacy Groups • Corrective Reading Programme (Thinking Reading) • Targeted Reading Interventions in small groups with specialist teacher (Fresh Start or Guided Reading) • Study Support lessons to allow pre-learning and over-learning of concepts • Assistive technology, including computer readers, laptops, Surface Pro tablets. If a student has difficulties with numeracy they can access: • High Quality teaching with appropriate differentiation • Visual aids and prompts • In class support • Small group interventions

	• Catch Up Numeracy Additional Maths Groups
Social, Emotional, and Mental Health Needs	Targeted programs support social and emotional development : • ELSA (Emotional Literacy Support Assistant) • Zones of Regulation • Sensory Circuits • Extensive pastoral support is provided through various staff, including Form Tutors, Heads of Year, Pastoral Support Staff, and the Learning Support Team. • Referrals are also made to access more specialist mental health support, including: Centre 33 Counselling, YMCA, CHUMS, School Nurse and Child and Adolescent Mental Health (CAMH) teams.
Sensory and Physical Needs	Close liaison with multi-disciplinary teams including: • Physiotherapy, • Occupational therapy • Hearing and visual impairment specialist services • Adaptation of teaching resources where needed, including the use of ICT and accessible equipment • In class support • Physiotherapy room fitted with hoists • Emergency Evacuation Mattress

How are students with SEND identified?

- Information is shared from the primary school or previous school
- All Year 7 students are screened through initial assessments including KS2 Data
- Progress based on data collections is regularly reviewed and monitored
- The subject teacher will raise concerns with their head of department in the first instance. An initial cycle of subject focused Assess, Plan, Do and Review is carried out. If concerns remain, a referral is made to the SENCo for further assessments and observations
- Parent referrals to SENCo
- Head of Year referrals to SENCo
- Referral from an outside agency

What training or expertise do staff have?

- SENDCo holds a National Award in SEN Coordination as well as having QTS.
- There is a part-time Specialist Teacher who holds a Level 7 Diploma in Specific Learning Difficulties. She is responsible for Access Arrangements Assessment.
- In -house and specialist training is provided for all staff, with a comprehensive annual programme of CPD.
- Key staff have specialist training and qualifications in areas including: Dyslexia, Autism, Speech, Language and Communication, Emotional Health and Wellbeing.
- The SENDCo attends county and trust networking meetings and participates in online forums for SEN, Autism, ADHD and Specific Learning Difficulties.
- We have a national lead for SEND at Astrea who visits the academy on a regular basis.

How will the school know that its provision for SEND is effective?

We believe that regular monitoring and evaluation is vital to ensure effective SEND provision. The progress of students is regularly assessed and reviewed in order to

determine the effectiveness of High Quality Teaching for students with SEND and any additional intervention programs

We do this in several ways including:

- Regular learning walks
- Analysis of the attainment and achievement of different groups of students with SEND Monitoring of EHCP outcomes
- Post 16 destinations of young people with SEND The views of parents and students
- Regular monitoring by the Academy Trust
- Scrutiny of the effectiveness of interventions, monitoring progress through reading and spelling ages etc.
- Monitoring of the pastoral and behavioural records of students with SEND Monitoring the procedures for the identification and assessment Frequent APDR meetings with students, which is shared with parents

Who is involved in supporting students with SEND?

- All teaching members of staff have a commitment to support students with SEND
- The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for overseeing the provision for SEND. They are responsible for overseeing the SEND Team, including the Assistant SENDCo, team of TAs and the Specialist Teacher. Contact details are: Caroline.Doolan@astrea-longsands.org
- The Assistant SENDCo is responsible for supporting the SENDCo in her responsibilities. Her contact details are: Mrs Tracey Collingwood Tracey.Collingwood@astrea-longsands.org
- The SENDCo is responsible for the organisation of Exam Access Arrangements and works closely with the Exams Officer (Mrs Gemma Wright) in their application and implementation. Their contact details are: gemma.wright@astrea-longsands.org.
- The SEND Team includes several teaching assistants, some of whom hold higher level positions with specific areas of responsibility. They will act as Key workers for SEND students will have contact throughout the academic year with student.

What specialist services are available?

Provider	Services
Independent Advice	SENDIASS IPSEA
Local Authority Support Services	Educational Psychologist, Hearing impairment team, Visual impairment team, Young people's workers, Social workers Early Help Team
Health Services	School Nurse GP Child and Adolescent Mental Health Service Occupational therapy Physiotherapy Speech and language therapy

The school liaises extensively with other bodies, including health and social services, local authority support services and voluntary organisations, in order to seek specialist advice and provision.

How are students supported in moving between different schools?

- Transition for all students from primary schools include the following: staff information-sharing meetings, primary class activities and visits, SENCO liaison meetings, ongoing liaison work between subject departments and primary schools, parents evenings, student induction days
- For some students, there are extra transition opportunities, including: individual parental and student visits, additional taster sessions, liaison and observations with teaching assistants, summer school, transition booklets.
- On entry to Year 7, all students are screened for cognitive skills, reading and spelling and their KS2 scores are reviewed, picking up potential difficulties at the earliest stage.
- Transition for students moving to post-16 providers includes individual visits and taster days, liaison meetings between SENCO, pastoral team and post-16 providers
- For all students, there is a comprehensive data exchange between schools and colleges.

What are the procedures for making a complaint?

Please follow the whole school complaints policy as detailed on the school website.