

LONGWILL SCHOOL

SEND POLICY

November 2025

Approved by:	Approved by Longwill School Governing Body
Next review date: November 2027	24 months from last approval date
SENDCO	Alison Jackson
SEND Governor	Natalie Hawkes
Headteacher	Jessica Rosser

Special Educational Needs In Our Schools

Longwill School is a specialist primary school for deaf children who may also have other complex needs. Longwill School draws on the Special Educational Needs and Disability (SEND) Code of Practice January 2015 when taking decisions relating to our Deaf pupils.

Our School Values: CIRCLE

At Longwill School, our values shape everything we do. They guide how we support our pupils, work with families, and create a community where every child can thrive:

- **Curious** - We encourage wonder, questioning, and a love of learning
- **Independent** - We build confidence and self-advocacy skills
- **Resilient** - We support children to overcome challenges and bounce back
- **Respectful** - We value every individual and celebrate diversity
- **Community** - We work together and encourage a sense of belonging
- **Lifelong learners** - We foster a growth mindset for all
- **Equity** - We ensure fairness and remove barriers for every Deaf child

Our Relational, Trauma-Informed Approach

We are a trauma-informed school. This means we are aware of previous experiences and events in children's lives, understand that those experiences and events have an impact on the child's present, can identify which pupils have experienced trauma, know that trauma does not manifest in all pupils equally, know that trauma can affect groups and communities, and recognise that adults within the school may also be impacted by experiences.

We create a psychologically safe environment where:

- Relationships are at the heart of everything we do
- Every behaviour is understood as communication
- We respond with curiosity, not judgement
- We focus on connection before correction
- We build trust through consistency and care

Why This Matters for Our Deaf Pupils

Many of our pupils face additional barriers beyond deafness, including:

- Language deprivation in early years
- Limited access to incidental learning
- Experiences of isolation or exclusion
- Trauma from medical interventions
- Challenges in family communication
- Educational disruption

We understand that trauma-informed practice creates a safe and calm environment in school, and even pupils and staff who haven't experienced trauma can benefit. Our approach ensures every child feels safe enough to learn, connected enough to engage, and valued enough to thrive.

Main Principles:

A Rights Respecting School;

As a Right Respecting School, we do our best to ensure that all pupils are aware of their rights to maximise their potential. We uphold the United Nations Convention on the Rights of the Child. Article 23 You have the right to special care and education if you have a disability so that you can live a full life. We value:

- **Article 12:** Children have the right to say what they think and have adults listen
- **Article 13:** Children have the right to share information in ways that work for them
- **Article 3:** Adults must do what is best for children

High-Quality Education

All pupils at Longwill School, including those with additional educational needs, are entitled to high quality teaching, which makes learning challenging, accessible and enjoyable and is designed to enable them to be active members of society. Pupils with SEND, over and above their deafness will have an Individual Educational Plan (IEP) or a Personal Support Plans (PSP).

We achieve this through:

- Teaching in British Sign Language (BSL) as our primary language of instruction
- Visual, multisensory approaches to learning
- Explicit teaching of vocabulary and concepts

- Experience-rich curriculum opportunities
- High expectations for all learners

Equality and Inclusion

Pupils with SEND are entitled to an equality of educational opportunity and the greatest possible access to the National Curriculum and a broad and balanced education.

We actively remove barriers by:

- Adapting our environment and teaching approaches
- Providing specialist equipment and resources
- Working with therapists and external professionals
- Celebrating deaf culture and identity
- Ensuring every child belongs and is valued

Partnership with Families

Parental involvement is vital. We work in partnership with parents.

We believe families are:

- The first and most important educators
- Equal partners in decision-making
- Experts on their own children
- Central to our school community

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Objectives of the Policy:

Enable every pupil to reach their full potential through personalised support and high-quality teaching

- To outline clear roles and responsibilities for all staff in supporting pupils with SEND
- Create a safe, nurturing environment where children feel secure enough to learn and take risks

Uphold statutory rights of parents and pupils throughout the SEND process

- Involve families actively in their child's education and development, we adhere to a family-centred approach ensuring that where appropriate both pupils and parents are involved in discussions and decisions about the support or provision provided.
- Provide clear information about our procedures, assessment, and provision.

- **Embed our CIRCLE values** in all aspects of SEND support

Role of the Special Educational Needs Co-ordinator (SENDCO):

The SENDCO (Alison Jackson) is responsible for:

Strategic Leadership

- Day-to-day operation of SEND policy
- Coordinating provision for pupils with EHC plans
- Advising on graduated approach and resource deployment

Supporting Staff and Families

- Providing professional guidance to staff
- Ensuring each pupil has an emotionally available adult
- Building trusted relationships with families
- Promoting trauma-informed approaches

Partnership Working

- Liaising with external agencies and professionals
- Ensuring smooth transitions to secondary school
- Being key point of contact for multi-agency support

Compliance

- Keeping accurate SEND records
- Transferring child protection files within 5 days
- Ensuring school's Local Offer is up to date
- Annual publication of SEND information

Safeguarding

- Liaising with the relevant Designated Teacher of the Deaf where a looked after pupil has SEND

- Working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010)
- Being the Designated Teacher for looked after children and ensuring the implications of a child being both looked after and having SEND are fully understood.
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The role of the governing body:

The governor with responsibility for SEND is **Natalie Hawkes**

Ensures:

- SEND provision is high quality and well-resourced
- Governing body understands trauma-informed approach
- School meets all legal duties
- Policy is reviewed annually

All Staff Responsibilities

Every teacher is responsible for:

- Knowing pupils deeply
- Creating psychologically safe classroom
- Using trauma-informed language (SHINE/PACE)
- Differentiating for all learners
- Partnering with families

Our Environment

- Acoustically treated classrooms
- Visual supports throughout the school
- Sensory spaces for regulation
- Accessible resources and equipment
- Technology to support learning and communication
- **Admission Criteria:**

The criteria for admission to Longwill School are that:

- The child has a diagnosis of profound deafness
- The child's first or preferred language is BSL
- The child needs BSL to access the curriculum
- The child needs to learn English as a second language
- Any additional needs (such as cerebral palsy, social/emotional-mental health needs, vision impairment, or learning difficulties) can be effectively supported by the school

We recognise that these needs may change over time and that the appropriacy of our provision will be reviewed regularly with parents and the local authority at the child's annual EHCP review or before if appropriate.

Whole School Graduated Approach to SEND Support

Identification and Assessment:

The Code of Practice makes clear that class teachers are responsible and accountable for the progress and development of all pupils in their class. The Code emphasises the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We never label behaviour as "SEND." We always look for the underlying need.

Our Approach:

- We are committed to early identification and intervention
- We use ongoing assessment through observation and monitoring
- We involve families in identifying needs and strengths
- We work with external agencies when further assessment is needed (e.g. Deaf CAMHS)
- We understand each child's unique profile and barriers to learning

Assessment Methods:

- Teacher observations and assessment
- Baseline assessments
- Monitoring of target setting and progress
- End of Key Stage Assessments
- Professional dialogue between staff
- Input from therapists and specialists
- Parent and pupil voice

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The graduated approach: Assess, Plan, Do , Review

SEND support is implemented and regularly reviewed using the 'graduated approach'. Parents and pupils are involved at every stage of this process:

ASSESS (Curious)

- What are this child's strengths?
- What barriers are they facing?
- What do child and family say they need?

PLAN (Community)

- Set 3-5 clear, achievable targets
- Create IEP or Personal Support Plan (PSP)
- Involve child and family in planning
- Seek specialist advice if needed

DO (Respectful)

- Provide high-quality teaching first
- Add targeted support where needed
- Use trauma-informed approaches
- Keep child in class wherever possible

REVIEW (Lifelong learners)

- Review progress at least 3 times yearly
- Celebrate successes
- Adjust support as needed
- Learn what works and do more of it
- Transfer reviews by 15 February in Year 5 to ensure smooth transition to secondary school
- Emergency reviews requested if a child's needs change significantly

When Additional Support is Needed

If a pupil does not make adequate progress despite SEND support, we will:

- Review the support with parents and the pupil
- Seek advice from external specialists (e.g., educational psychologist, Deaf CAMHS)
- Consider whether an EHC needs assessment is appropriate
- Work with the local authority if an assessment is requested
- **Review whether Longwill School remains the appropriate placement**
- Continue to involve parents and pupils in all decisions

Our Relational, Trauma-Informed Practice in Action

Creating Psychological Safety

We create a reflective, restorative environment, focused on belonging and relationships – a 'psychologically safe' environment that supports pupils to learn.

We do this by:

1. Explicitly Teaching About Emotions and Stress

Pupils benefit from understanding what's going on in their brains and bodies, especially when they're dysregulated or upset. Teaching about feelings in BSL through RPSHE and daily practice.

- Using visual emotion scales and regulation tools
- Explaining the brain and body's stress responses
- Supporting pupils to mentalise (recognise feelings and choose responses)
- Celebrating emotional literacy as a strength

2. Setting Clear Expectations with Compassion

When pupils do not meet expectations, we remind them of the expectation and the reason(s) why it's there. We discuss with the pupil why they weren't able to meet the expectation and how we can help them do this next time.

- Our expectations are clear, visual, and taught explicitly
- We use our CIRCLE values as a framework
- We respond with curiosity when expectations aren't met
- We avoid punishment and focus on natural consequences, learning and repair
- We recognise that behaviour is communication

3. Building Trusting Relationships

We create a safe environment for each pupil by providing them with an 'emotionally available adult' who:

- Use trauma informed language (see appendix 6 SHINE/PACE approach)
- Gets to know the pupil well

- Checks in actively and regularly
- Provides a safe space to raise issues
- Advocates for the pupil's needs
- Celebrates their successes

4. Creating Safety Cues Throughout the Day

- Staff greet pupils warmly at the start of each day/lesson
- We use positive body language and facial expressions
- Our tone of voice and signing space is calm and reassuring
- We provide predictable routines and structures
- We prepare pupils for transitions and changes

Understanding Behaviour as Communication

Pupils' prior experiences might affect their behaviour, every staff member is a key adult and understands that behaviour can be:

Externalised distress:

- Non-compliance, aggression, refusal
- Difficulty engaging with learning
- Challenges in managing friendships

Internalised distress:

- Being "robotically good" through fear
- Rarely participating
- Not engaging in or sustaining learning

Our Response:

- We see all behaviour as communication
- We ask "What is this child trying to tell us?"
- We respond with curiosity, not consequences
- We address underlying needs, not just surface behaviours
- We use restorative approaches to repair relationships

Transition and Record Keeping

Supporting Smooth Transitions:

- A "Changing Teacher Form" is issued by the SENDCO each summer for each child with SEND
- Teachers complete these forms and send them to the next teacher
- Forms explain current needs, provision, and what helps the child feel safe and succeed
- This supports our value of being community-focused

Record Keeping:

- Records of SEND are kept by class teachers, SENDCO, and on pupil files in the school office
- Child protection files are transferred to new schools within 5 days for in-year transfers or within the first 5 days of the start of a new term
- The SENDCO has liaison meetings with the Deputy Headteacher/SENDCO at secondary feeder schools
- Sensitive SEND records are sent by secure transfer and signed for by the receiving school
- We ensure receiving schools understand the needs of all pupils, especially those with additional SEND

Curriculum & Inclusion: Lifelong Learners

Every Child Deserves

- A broad, balanced curriculum
- Teaching through BSL
- High expectations with the right support
- Success and achievement
- To learn alongside their peers

How We Make It Happen

- Differentiated teaching for every learner
- Visual, multisensory approaches
- Clear learning objectives
- Small group work when helpful (but not withdrawal)
- Celebration of progress, not just attainment

Creating a sense of belonging and community

We strive to create a sense of community and belonging for all our pupils. This reflects our community-focused value and our commitment to equity.

We create inclusion through:

- High expectations and suitable targets for all
- A broad and balanced curriculum accessible to every child
- Early identification of barriers to learning and participation
- Celebrating deaf culture and identity
- Removing barriers proactively
- Building a sense of belonging for every child

Opportunities for Inclusion

As pupils progress in their spoken English, opportunities will be sought to promote interactions with hearing peers.

- Suitable placements are sought based on the child's individual needs and wishes
- This depends on finding a suitable placement/school/club
- Phase groups build close links with mainstream schools
- We provide sustained opportunities for deaf and hearing pupils to mix and learn effectively with each other
- We always ensure the child feels safe and supported

Education, Health and Care Plans (EHCPs)

All pupils at Longwill School have EHCPs as a result of their deafness. We review these annually.

Our Review Process (Respectful + Community-focused)

- Parents share their hopes and dreams for their child
- Children participate and share their views
- Professionals share reports beforehand
- We meet together to plan for the future
- Everyone's voice matters equally

Parental Involvement: Partnership and Respect

All of our parent/carers are encouraged throughout their child's journey at Longwill School to take an active role in the decision-making process. Article 3: All children have the right to expect that adults will do what is best for them.

Regular Communication:

- The school is in regular contact with parents of all pupils with SEND
- Each class/parent is signed up to Class Dojo for daily communication
- Parents/carers are notified as soon as possible if we have any concerns
- There is always a willingness to listen to issues brought forward for discussion
- We share information in informal conversations and individual meetings

Involvement in Assessment and Planning:

- Parents are involved in all assessments
- Parents help set targets
- Parents are told immediately if we have concerns
- We listen to parents' concerns and act on them
- We celebrate successes together

Information Sharing

- SEND Information Report on our website (in English and BSL)
- Policies available on request
- Interpreters provided for deaf parents or parents whose first language isn't English
- Information about local support services

Pupil Voice: Independent and Curious Voices

Children have the right to be heard (Articles 12 & 13).

How We Listen to Pupils

- Pupils help set their own targets
- Pupils contribute to their IEPs/PSPs
- Pupils attend their EHCP reviews (if they want to)
- Pupils choose their 'emotionally available adult'
- Pupils tell us what helps them learn
- We teach pupils to advocate for themselves

We support pupil voice through:

- Using BSL
- Visual supports to ensure accessibility
- Creating safe spaces for pupils to share their views
- Teaching pupils about their rights
- Encouraging safe trusted relationships

LA Support Services and Multi-Agency Working Working with External Professionals

For children who have additional SEND beyond deafness, LA support services may be contacted for advice and assessment:

- Parents are always informed before support services are involved
- Parents are kept up to date on any developments
- Parents are given a copy of any reports that arise from LA support

We collaborate with:

- Medical team
- Physiotherapists
- Occupational therapists
- Speech and language therapists
- Deaf CAMHS
- Children's Disability Team
- Early Help services
- Children's Social Care
- Autism Outreach Services
- Educational psychologists

Our Collaborative Approach:

- We share information to keep children safe
- We encourage professionals to learn BSL and be deaf aware
- We work as a team around the child
- Parents are always informed and involved

Evaluation of Procedures: Lifelong Learner

- Are our CIRCLE values visible in our practice?
- Is our trauma-informed approach working?
- Are all children making progress?

- Are families truly partners?
- What do we need to improve?

Equality Statement: We have carefully considered the impact of this policy on pupils with protected characteristics to ensure we eliminate discrimination, advance equality, and foster good relations.

If You Have Concerns

1. Talk to your child's teacher
2. Contact the SENDCO
3. Speak to the Headteacher
4. Contact SEND Governor

We will respond quickly and work with you to resolve concerns.

Additional support: Information, Advice and Support Services (IASS) can provide independent advice.

Staff Training (Lifelong learners)

All staff receive training in:

- Trauma-informed practice
- Using SHINE and PACE approaches
- Understanding behaviour as communication
- Safeguarding (annually)
- Deaf awareness and BSL
- Our CIRCLE values in action

Related Policies

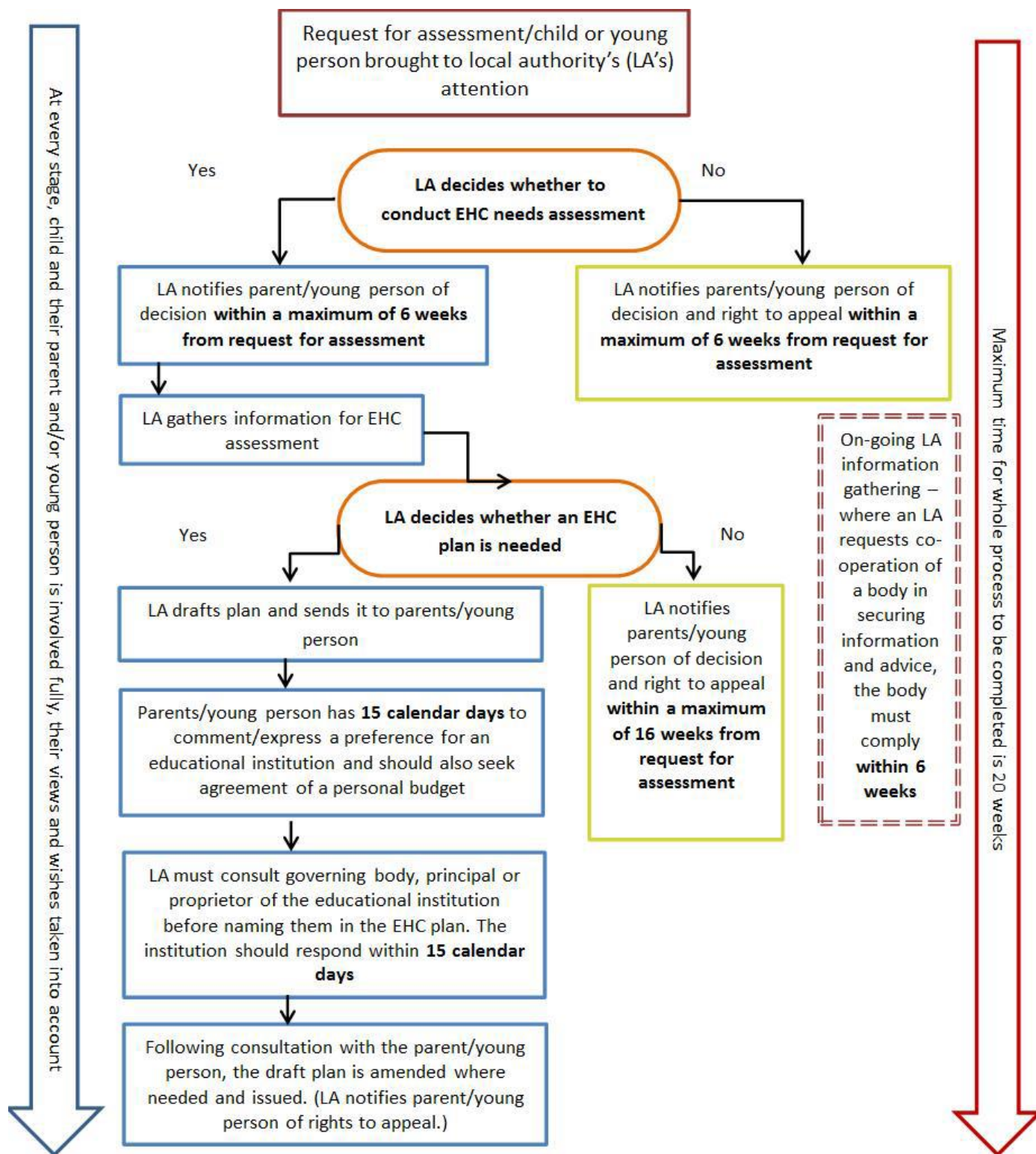
Read this policy alongside:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Safeguarding and Child Protection Policy
- Behaviour and Wellbeing Policy
- RPSHE Policy
- Supporting Pupils with Medical Needs Policy

- Transition Policy

November 2025

Appendix1 Statutory timescales for EHC needs assessment and EHC plan development



Appendix 2

Broad areas of need:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health <https://www.gov.uk/government/publications/deafblind-people-guidance-for-local-authorities>

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 3

Glossary of terms

Deaf Child and Adolescent Mental Health Services (DCAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Help Assessment: A social care assessment of a child and his/her or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach:

A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Information, Advice and Support Services: Information, Advice and Support Services provide advice and information to children with SEND or disabilities, their parents, and young people with SEND or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Appendix 4 Individual Education Plan

Individual Pupil Targets for _____



Subject	Target
Reading	
Writing	
Maths	
Speech and Language (termly)	
BSL (termly)	
Personal	

Sent home to parents at the start of each half term.

Displayed on wall in class. Pupil friendly version in the front of each relevant pupil book

Appendix 5

Personal Support Plan

PHOTO

Plan Number:	Pupil Name:	Teacher:	Year Group Y4	Assessor:	Date of PSP:	Review of PSP:
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Priority Behaviours: Example				
1. In Taxi Explain behaviours in taxi/classroom etc where most relevant	2. In class - Retaliates to other pupils and staff with extreme aggression - Damage to property- throwing objects across the classroom		3. Outside Running off.	
Target Behaviour	What Pupil's behaviour looks like:	Triggers	Proactive Strategies	Reactive Strategies
1. To support Pupil to be able to	What does his/her/their behaviours look like? What does child do? .	What are the triggers that fuel his/her/their behaviours	Strategies we can put in place to avoid behaviours	What will we do when behaviours are displayed?
2. To respond appropriately when		...		
3.				
Preferred Handling Strategies:	(Describe the preferred holds; standing, sitting, ground, stating numbers of staff, what 'get outs' can be used when holding, etc) .			
What has been done so far to remove or reduce these risks?				
Universal Response	- Whole school staff meetings to make all staff aware of strategies - Class routines well established. - distraction - Recorded the incident - Inform parents via phone call or home-school book - Clear explanation that staff have a duty to keep child safe.			
Proactive Response	- Level of staffing in the classroom has been raised - Referral to Deaf CAMHS/ learning mentor - Individual Risk Assessment - Circle times e.g. understanding the temperature/feelings of anger			
Re-active Response	- Social Stories/ Learning Mentor time/Team Teach hold administered 10min timer to calm down			

What further action is required to reduce the risk further?		Deaf CAMHS involved		Achieved Y/N	
WHAT Pupil is going to do to improve his/her behaviour- 1. 2.			Communication with home: How can school support parents?		
Agreement to be signed by all involved:					
Name		Signature			Date
Pupil:	Pupil				
Parent:					
Class Teacher:					
Head Teacher/SEND CO	Miss Jess Rosser				

Appendix 6

Using Trauma-Informed Language

We use mnemonics to help staff respond to pupils using trauma-informed language. See appendix 6 for our SHINE and PACE approach.

SHINE Approach:

- **See:** "I can see this is really hard for you right now"
- **Help** them feel safe: "You're safe here. I'm right here with you."
- **Imagine:** "I imagine it's hard when..."
- **Notice:** "I notice that you seem..."
- **Empathise:** "That must be so difficult for you"

PACE Approach:

- **Playful:** Staff mentalise and don't take things personally
- **Accepting:** Accept the feeling but not unacceptable behaviour
- **Curious:** Ask pupils to help us understand their feelings
- **Empathetic:** Express empathy for difficult feelings