

## SEND REVIEW REPORT

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Setting name:	Longdendale High School
Date of review:	Tuesday 1 <sup>st</sup> October 2025
nasen colleague completing the review:	Michael Surr, Head of Education
Key staff within the setting involved with the review:	Michael Chiles, Headteacher Janine Garnett, SENDCO Natalie Parker, Asst SENDCO Steve Taylor, Deputy Headteacher

- Please speak with your reviewer or contact nasen on [education@nasen.org.uk](mailto:education@nasen.org.uk) if you would like to discuss consultancy options for nasen to support your setting in implementing recommendations within this report.
- At the end of the report, there are links to suggested guidance relevant to the recommendations in this report.
- Please help us to evaluate our SEND Review process by completing this short survey: <https://r1.dotdigital-pages.com/p/2F68-5TD/send-review-satisfaction-survey>

### Key Strengths Identified

1. The school is clear about next steps and priorities in its development journey.
2. The importance of high-quality teaching for SEND is recognised, and the school has worked hard to embed research-based practice, including EEF 5-a-day, through the development of the Teaching and Learning Playbook. This provides a valuable way of monitoring and evaluating teaching.
  - The Playbook makes explicit reference to SEND.
3. It is clear that there are high aspirations for all students, and the school is ambitious in its approach towards achieving them.
4. The SEND department is very highly regarded by the parents and students that the reviewer spoke with, and in particular, Miss Parker.
5. The appointment of the new Headteacher was also seen as positive by all groups that the reviewer spoke with, including that he is always visible and approachable. One student said, "He has a heart for everyone".
6. SEND and inclusion are high on the school's agenda, which includes support from the Senior Leadership Team and direct input from the Headteacher.

### Key Recommendations

1. The predominant area of need, from the information provided, indicates that SpLD is the main area of need – this is not reflected in national trends.
  - In addition, the percentage of students with SEND, at both SEN Support and those with an Education, Health and Care Plan, is below that of the national averages.
  - Therefore, ensure that identification, through rigorous formative and summative assessment, is in place.
2. Although parents felt that they were fully informed about how the school is supporting their child, they also reported that they were not clear about wider developments that would also impact their child – one example given was the removal of Aspire in its previous form. Therefore, identify ways to ensure that communication with parents is more effective.
3. The developments in SEND provision and practice are relatively recent – as such there needs to be maintained energy, to ensure that they are implemented successfully and that there is ongoing monitoring and evaluation to ensure a positive impact.
4. In addition to the development of the quality of teaching and learning, through the Teaching and Learning Playbook, ensure 'buy-in' of staff re the inclusion agenda, including that teachers understand the individual needs of their students identified as having a SEND.

## 1. Leadership and Management

- The coloured **RAG** rating below depicts your nasen reviewer's rating.
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	Statement	R	A	G
1.1	The SENCO, SLT and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a		✓	✓

	culture of high aspiration for all learners. The vision is communicated to all stakeholders.			
1.2	There is a SEND development plan in place with clear aims and objectives that links to the whole school development plan. Self-evaluation of SEND provision and outcomes informs the development planning process.		✓	✓
1.3	A lead SEND governor/trustee challenges leaders about the learning and progress of learners with SEND and the efficient use of resources. The lead governor/trustee has appropriate knowledge and understanding of SEND policy and practice.			✓
1.4	The SEN Information Report (or similar document in independent schools) is co-constructed with parents and learners and reviewed annually.		✓	
1.5	The SEN Information Report meets the legal requirements, is accessible and is prominent on the school website. (NB: Not legally required for independent schools, but is good practice.)			✓
1.6	The SEN Information report (or similar in independent school) is understood and implemented by all staff in the school.		✓	
1.7	The school is effectively implementing the requirements of the SEND Code of Practice (2015) reasonable adjustments for learners with SEND. (NB: Not legally required for independent schools, but is good practice.)		✓	✓
1.8	The SENCO is a member of the Senior Leadership Team and works alongside the Headteacher and other senior leaders to ensure SEND is seen as a whole school responsibility.			✓
1.9	The SENCO has received appropriate training. The SENCO and other school leaders are knowledgeable on the SEND Code of Practice and its implications for the school.			✓
1.10	The SENCO is involved in making decisions about staff recruitment, deployment and use of resources for SEND (including funding). Deployment decisions are reviewed and evaluated for impact.		✓	
1.11	All staff are given a range of opportunities to engage in high-quality continued professional development for SEND. The impact of SEND CPD on teaching and learning and learner progress is monitored and evaluated and used proactively as part of provision management.		✓	
1.12	All staff understand their responsibilities towards learners with SEND. The performance management system is used to improve outcomes for learners with SEND and an appraisal process is in place for teaching assistants.		✓	
1.13	The school is committed to a person-centred ethos which informs all aspects of school life.			✓

## 1. Leadership and Management

### Areas of strength

- The link governor for SEND is aware of the need to be a critical friend and will readily investigate what they are told rather than taking information at face value. They are also proactive in ensuring that they have up to date knowledge to enable them to do fulfil their role (through membership of the NGA and linking in with external SEND specialists).
- There is an excellent understanding of what needs to happen next in terms of improving provision and practice generally and specifically for students with SEND.
  - The approach to this is both comprehensive and coherent.
- SEND is well represented within SLT and the HT is active in supporting the leadership and development of SEND provision and practice.
- The school provides a diverse CPD offer for all staff, which is ongoing – this provides general input as well as providing information regarding specific students. This includes the teaching practice lab which has a SEND focus each half term.

### Areas for development

- Build into whole school evaluation processes, a focus on identifying the impact of SEND CPD to ensure that learning from it is being implemented.
- Utilise the SEN Information Report to explicitly spell out for parents what your approach is to the identification of SEND and what provision could be made in school. This will support understanding for parents.
  - This should include what strategies and approaches are used in all lessons, that as well as being useful and beneficial for all pupils, will also support those with SEND.
  - Detail what the school's response is to receiving notification of a diagnosis to ensure full understanding that this will not necessarily mean that 'additional to and different from provision' will be needed.
  - Consider how to work with parents to develop the SEN Information Report – this could include asking for input into the key questions that they have which can be addressed in the Report. It could also inform the structure of the Report.

## 2. Effective identification, assessment and monitoring

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	Statement	R	A	G
2.1	Leaders identify any patterns in the identification of SEN, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching.		✓	
2.2	There is a clear process in place for early and accurate identification. Class teachers, teaching assistants, parents and, where appropriate, other professionals are involved in the identification process.	✓	✓	
2.3	A range of formative and summative assessment information is used to support accurate and early identification and to inform classroom practice, and for ongoing monitoring of progress.		✓	✓
2.4	The effectiveness of high quality classroom teaching is taken into account before assuming a learner has SEN.		✓	✓

2.5	The SEN register is accurate and reviewed regularly. The SEND Code of Practice and DfE Census guidance is used when categorising a learner's SEND.		✓	✓
2.6	Information about the individual needs of learners with SEND is communicated effectively to all staff. Teachers and TAs know and understand their learners well.		✓	
2.7	Standardised/diagnostic assessments are used to support identification and to further track and monitor progress of learners with SEND.		✓	
2.8	Attendance, exclusions, behaviour data and other qualitative data are used to support identification and to measure and personalise interventions.		✓	✓
2.9	The progress of learners with SEND is closely monitored on an on-going basis through inclusive whole-school assessment and tracking systems and processes. The SENCO is involved in these processes.		✓	✓
2.10	Outcomes from initial screening assessments and on-going assessments on the progress of individual learners with SEN are shared with staff and used to target support.		✓	✓

## 2. Effective identification, assessment and monitoring

### Areas of strength

- The Inclusion Strategy is clear regarding what levels of provision are available within school and what the triggers are for each level.
  - The need for flexibility around the triggers for different levels of support is recognised
- The new Inclusion Referral Form makes clear that HQT should be in place and teachers are encouraged, at the point of referral, to identify those strategies that have already been tried.

### Areas for development

- The main area of need, from the information provided, indicates that SpLD is the main area of need – this is not reflected in national trends.
  - In addition, the percentage of students with SEND, at both SEN Support and those with an Education, Health and Care Plan, is below that of the national averages (key recommendation).
- Consider how key information about pupils might be communicated more effectively, including summarising the information to provide a more 'at a glance' overview of key information – this will help to make it quicker to access.

## 3. An ambitious curriculum and high-quality teaching

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	Statement	R	A	G
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3.1	The curriculum offer is ambitious and includes a range of opportunities for learners with SEND. All learners are able to access the content and make progress.		✓	✓
3.2	Class teachers are confident in delivering high quality teaching to meet the needs of learners with SEND. They use assessment information and reflection to plan, adapt and deliver lessons effectively.		✓	
3.3	There is a range of evidence-based interventions in place to meet the needs of learners. Interventions are coordinated effectively, and systems are in place to support this process e.g. a provision map.		✓	✓
3.4	Teaching assistants and other staff are deployed effectively to support high quality teaching in the classroom and deliver interventions or additional support for learners with SEND.		✓	
3.5	The impact of interventions is regularly monitored and evaluated and adjustments to provision are made in response. Evaluation demonstrates that the teaching and impact of interventions is at least good.		✓	
3.6	The SENCO and other senior leaders use evidence and research to identify, share and model good practice in relation to high quality teaching for learners with SEND.		✓	✓
3.7	The SENCO and other senior / middle leaders work alongside class teachers to support curriculum development and adaptive teaching.		✓	✓
3.8	The SENCO and other senior / middle leaders regularly evaluate the quality of teaching and learning for learners with SEND e.g. through learning walks, book looks, learner discussions.	✓	✓	
3.9	There is a graduated approach to SEN in place and the 'assess, plan, do, review' cycle is embedded for all learners with SEND.		✓	✓
3.10	Learners with SEND have individual support plans that are developed and reviewed at least termly with parents, the learner and relevant professionals.		✓	
3.11	Alternative packages of support are available for learners with SEN as part of a personalised curriculum. Where alternative provision is used, the school monitors the quality and impact on learner progress.		✓	

### 3. An ambitious curriculum and high-quality teaching

#### Areas of strength

- The Teaching and Learning Playbook is explicit regarding the expectations of subject teachers and high quality teaching in every lesson.
- It is clear that there are high expectations of all students, including those with SEND.
- The offer of 'electives' each week helps to ensure that the curriculum offer is as broad as possible.
  - Students with SEND are encouraged to take advantage of certain options for electives in order to best meet their needs.
- The 'bookletised' curriculum provides a useful resource for all students, and they help to reduce cognitive load.
- There was clear evidence of the EEF '5 a day' approach being used in lessons.
- The provision of Forest School is a strong offer from the school which supports the more holistic development of students, including social skills and wellbeing.



#### Areas for development

- In addition to the development of the quality of teaching and learning, through the Teaching and Learning Playbook, ensure 'buy-in' of staff re the inclusion agenda including that teachers understand the individual needs of their students identified as having a SEND (key recommendation).
- Consider how the booklets for each curriculum area, and the 'Masters of Knowledge' booklets, could be made available electronically – this would help to support those students whose normal way of working is to use a keyboard for writing as well as support the use of Assistive Technology for accessing the information they contain e.g. Immersive Reader.
  - Some of the parents the reviewer met with, said that the expectations around homework in the booklets were not always clear, which led to some of their children feeling that they had to complete more than was required – therefore consider how to make it clear what should be completed and by when.
- Consider provision of CPD for teachers and support staff, around how to work effectively together (utilising EEF research).

#### 4. Additional provision and partnerships

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	Statement	R	A	G
4.1	The school is proactive in ensuring that parents of learners with SEND are well informed. They are made aware of local and national services that provide guidance and support to parents.		✓	
4.2	The school empowers parents to contribute to shaping the quality of SEN support and provision at an individual and strategic level.		✓	
4.3	The school and parents work in partnership to achieve genuine co-production for learners with EHC plans. Parents and learners are fully involved at all stages of the statutory assessment process.		✓	✓
4.4	Learners and parents are fully involved in contributing to the assess, plan, do, review process.		✓	✓
4.5	There are opportunities for learners with SEND to become involved in learner voice e.g. through representation on a strategic SEN group or through the school council.			✓
4.6	Learners with SEND are involved in wrap-around activities, including out-of-hours support, lunchtime clubs, homework clubs and enrichment activities.			✓
4.7	Additional support for learners with SEN is provided for all points of transition. As a result, learners with SEND are well prepared for their next phase of education.			✓
4.8	High quality outside agency support is engaged appropriately and utilised effectively. The impact of the support on learner outcomes is evaluated.		✓	✓

4.9	The school has developed on-site expertise to meet a range of needs e.g. across the four broad areas in the SEND Code of Practice.		✓	
4.10	The SENCO and other members of staff have made effective links with a range of schools and SEN organisations. There is a range of opportunities to share good practice.			✓
4.11	The school is outward facing and look to improve their practice and provision for learners with SEND.			✓

#### 4. Additional provision and partnerships

##### Areas of strength

- Students are made aware of the developments in provision and practice through the Masters of Knowledge handbooks.
- The school is proactively outward facing and makes extensive use of research to inform practice.
- The school is proactive around transition into the setting and endeavours to maintain positive links with feeder primaries to ensure that students have the best possible start.
  - The school also provides adapted approaches for those students that need more support.
- The school is recognised as an Inclusion Quality Mark flagship school.
- All schools within the Trust are working with external consultants to develop SEND provision and inclusion.

##### Areas for development

- Although parents felt that they were fully informed about how the school is supporting their child, they also reported that they were not clear about wider developments that would also impact their child – one example given was the removal of Aspire in its previous form. Therefore, identify ways to ensure that communication with parents is more effective (key recommendation).
- The SEND governor expressed an interest in sending out a parent survey – there are already plans in place for a survey, so therefore work with governor to ensure that all questions are represented.
- As part of the above, ensure that the opportunities for parents to collaborate and feedback are made explicit and that feedback is given regarding the outcomes of any collaboration.
  - In addition to the above, also make explicit to students the opportunities they have to provide feedback and again, share how this is utilised.
- One of TAs that the reviewer met with, explained that they ask students how they want to be supported – this is a good example of person-centred practice. It would be useful to build this approach into standard practice for all support staff.
  - If recorded, this will help to inform knowledge of each student and personalise provision.

#### 5. Outcomes

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	Statement	R	A	G
5.1	The SENCO and other senior leaders have a very good understanding of how learners with SEND achieve across the school. Progress and achievement information is shared with teachers, parents and learners where appropriate.		✓	✓
5.2	The school monitors the progress and attainment of learners with SEND according to the four broad areas of need (C&I, C&L, SEMH, sensory/physical) and uses the information to plan provision, as part of provision management.		✓	
5.3	Learners with SEND achieve well when considered against their starting points and the progress of all children nationally in reading, writing/ English and mathematics.		✓	
5.4	Learners with SEND develop knowledge and skills across the curriculum and gain the knowledge and cultural capital they need to succeed.		✓	✓
5.5	Learners with SEND achieve well when considered against their personal targets and longer-term outcomes (as expressed in EHCPs and individual support plans or equivalent).		✓	
5.6	The school uses a range of internal and external validated data, including Analyse School Performance and the Inspection Data Summary Report to make judgements about learner outcomes and to inform provision planning.			✓
5.7	Levels of attendance, exclusions and bullying are closely monitored. There is no over-representation of learners with SEND where attendance, exclusions or bullying are a concern. The school does not 'off-roll' learners.		✓	✓
5.8	Learners with SEND and their parents speak positively of the support they receive, and the outcomes achieved. They are able to communicate how the support has made a difference to their learning and development.		✓	
5.9	Learners with SEND attain relevant skills for progressing to the next stage of education, employment or training.			✓

## 5. Outcomes

### Areas of strength

- The school is data rich and strategic use is made of the information gathered – this informs impact but also next steps, both for individual students and development of policy/approaches.
- The new Active Observation approach is used by all staff to inform next steps and progress, and support staff play an active part in this.
- The numbers of suspensions/exclusions are reducing for students with SEND.
- The allocation of rewards and 'behaviour counts' is tracked to ensure fair representation across all groups.
- As part of the evaluation cycle, 'book looks' includes comparison of work between those students with and those without SEND.

#### Areas for development

- The developments in SEND are relatively recent – as such there needs to be maintained energy and evaluation to ensure that they are implemented successfully and that there is ongoing monitoring and evaluation to ensure a positive impact (key recommendation).
- The students that the reviewer met with weren't clear about their individual targets and what their key areas for development were. Therefore, ensure that it is made explicit to students what their individual areas of focus are in terms of knowledge and skills.

## Suggested guidance relevant to the recommendations in this report

All links lead to free resources.

Some require a free membership with 'nasen' or 'nasen Whole School SEND' to allow access.

Resources marked with \* will require your school's 'CPD on Demand' licence, details of which will have been shared when you booked your SEND Review. If you have any questions, please contact your reviewer or email: [education@nasen.org.uk](mailto:education@nasen.org.uk).

### Whole School CPD and Guidance on Inclusive Best Practice

1. Whole School SEND Free CPD Units: <https://www.wholeschoolsend.org.uk/page/online-cpd-units>
2. Visit the nasen CPD Content Guide: <https://nasen.org.uk/resources/send-cpd-demand-content-guide>
3. Teachers' Toolkit: <https://www.wholeschoolsend.org.uk/resources/teacher-toolkit>
4. The Teacher Handbook: SEND: <https://www.wholeschoolsend.org.uk/teacher-handbook>
5. Creating accessible resources: <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>
6. Webinar: Cognitive load theory and SEND\*: <https://nasen.org.uk/resources/cognitive-load-and-send>
7. Webinar: inclusive questioning\*: <https://nasen.org.uk/resources/inclusive-questioning-your-choice-webinar-recording>
8. Webinar: Inclusive practice in mainstream classrooms: <https://nasen.org.uk/resources/inclusive-practice-mainstream-classrooms-your-choice-webinar-recording>
9. Webinar: An introduction to neurodiversity\*: <https://nasen.org.uk/resources/introduction-neurodiversity>
10. Webinar: The Inclusive Secondary Classroom: <https://www.wholeschoolsend.org.uk/resources/webinar-inclusive-secondary-classroom>

### Leadership of SEND and Developing a Shared Responsibility

11. Leadership and SENCO Toolkit: <https://www.wholeschoolsend.org.uk/resources/senco-toolkit>
12. Webinar: Leadership of SEND: Building a Culture of Collective Responsibility: <https://www.wholeschoolsend.org.uk/resources/webinar-leadership-send-building-culture-collective-responsibility>
13. Webinar: Developing a Shared Ownership of SEND: <https://www.wholeschoolsend.org.uk/resources/webinar-developing-shared-ownership-send>
14. Webinar: Empowering Staff to Provide SEN Support: The Role of Leaders: <https://www.wholeschoolsend.org.uk/resources/webinar-empowering-staff-provide-sen-support-role-leaders>
15. Webinar: Governance of SEND, part 1\*: <https://nasen.org.uk/resources/governance-send-tier-1>

## **Effective Deployment of Support Staff**

16. EEF, Making Best Use of Teaching Assistants:  
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>
17. TA Deployment Review Guide: <https://www.wholeschoolsend.org.uk/resources/teaching-assistant-deployment-review-guide>
18. Teaching Assistants and Learning Support Staff Toolkit:  
<https://www.wholeschoolsend.org.uk/resources/support-staff-toolkit>
19. Maximising the Impact of Teaching Assistants (MITA): <https://www.maximisingtas.co.uk/>

## **Assessment, Identification and the SEND Register**

Paid for assessment resources. NASEN cannot endorse paid-for products, only signpost for schools to research.

20. Webinar: Ensuring accurate identification of SEN in schools and colleges:  
<https://www.wholeschoolsend.org.uk/resources/webinar-ensuring-accurate-identification-sen-school-and-college-settings>

## **Assistive Technology**

21. EEF, Using Digital Technology to Improve Learning:  
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital>
22. Accessibility Tools in Microsoft 365: <https://nasen.org.uk/resources/accessibility-tools-microsoft-365>
23. Assistive Technology Miniguide: <https://nasen.org.uk/atminiguide>