



SEN Policy

This policy was reviewed and adopted by the Governing Body in October 2018

Next review: October 2019

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving.”

National Curriculum in England, 2014

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

“A child of compulsory school age ... 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, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

SEN Code of Practice, 2015

Categories of SEN Need:

| | |
|--|---|
| Cognition and learning needs <ul style="list-style-type: none">▪ Specific Learning Difficulty (SpLD)▪ Moderate Learning Difficulty (MLD)▪ Severe Learning Difficulty (SLD)▪ Profound and Multiple Learning Difficulty (PMLD) | Social, Emotional and Mental Health <ul style="list-style-type: none">▪ Social, Emotional and Mental Health (SEMH) |
| Communication and interaction needs <ul style="list-style-type: none">▪ Speech, language and Communication Needs (SLCN)▪ Autistic Spectrum Disorder (ASD) | Sensory and/or physical needs <ul style="list-style-type: none">▪ Visual Impairment (VI)▪ Hearing Impairment (HI)▪ Multi-Sensory Impairment (MSI)▪ Physical Disability (PD) |

We recognise that many children have areas of need in more than one category.



Abbots Langley School

Excellence, learning, knowledge and skills

Collaboration with other Agencies

We work with the following agencies:

- Integrated Services for Learning (ISL), including: Educational Psychology Service, Specialist Advisory Teachers (E.g. for Autism, Sensory impairment)
- Speech and Language Therapy
- Colnbrook School Outreach
- Specific Learning Difficulties advisory team
- Community Nursing Team
- Educational Support Team for Medical Absence (ESTMA)
- DSPL9 Behaviour Partnership, Tiered model for primary schools.
- Chessbrook Education Support Centre
- Occupational Therapy
- SEN Officers
- Early Years SEND Team
- Hertfordshire STEPS

Teachers ensure that any professional advice is implemented in class.

What provision will children with SEN receive?

- Class teachers differentiate via – interest, pace, level, response, activity, teacher time and teaching style. We also teach inclusively using ‘Challenges’ during core subjects.
- Appropriate support for child with Education, Health and Care Plans / exceptional needs funding. (Teachers to draw up timetable to accommodate EHC Plan targets into curriculum.)
- Meeting 3 times a year with parents of children with SEN.
- Assess, Plan, Do, Review
- Children with SEN will be identified by the schools SEN register.
- Outcomes set each year and reviewed termly (Stepping Stones / Steps to Success)
- If class teachers are concerned about a child they arrange a meeting to discuss their concerns with the SENCO.
- All staff have high expectations of every child.
- Provision maps track support given within each class.
- Pupils with SEN are involved in selecting outcomes and the support given, where appropriate.



Abbots Langley School

Excellence, learning, knowledge and skills

Children with SEN will have SEN support or an Education, Health and Care (EHC) Plan. All SEN support children will have individual Stepping Stones (KS1) or Steps to Success (KS2) targets. Children with the most complex needs may meet the criteria for Exceptional Needs funding.

All teachers follow a graduated response to supporting children in the classroom:

| Teacher concerns | Child identified as needing SEN support | Children with significant and complex needs |
|---|--|--|
| extra help from a teacher or assistant | a special learning programme e.g. 1:1 teaching three times a week | help communicating with other children |
| to work in a smaller group | help taking part in class activities | support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet |
| observation in class or at break | extra encouragement in their learning, e.g. to ask questions or to try something they find difficult | high level 1:1 TA support all day |
| assessments | personalised spellings | personalised timetable |
| prompts in class (for spelling, focus, handwriting) | termly support or longer | on-going support for a couple of years or a key stage |
| short-term support (6 weeks) | evidence-based interventions (backed up by data from an outside source) | EHC Plan |
| | Stepping Stones / Steps to success | |

Teachers will always follow the cycle of 'Assess, Plan, Do, Review' when supporting children with SEN.

SENCo responsibilities:

- To regularly update the SEN Register, SEN Policy and SEN Information Report
- To update staff on new information and changes
- The day to day operation of the school's SEN policy and code of practice
- Co-ordinating with outside agencies and making referrals
- Informing parents of any meetings they should attend
- To arrange and lead the annual reviews of pupils who have an EHC Plan and to invite appropriate agencies to make a contribution to the review
- Monitoring a class SEN folder with up to date targets and relevant paperwork



- Monitoring an intervention folder with records of interventions delivered, attendance and pre- and post-intervention assessments
- Providing SEN induction for new staff
- Monitoring support through termly provision map meetings
- To apply for Exceptional Needs funding
- To attend Exceptional Needs funding meetings and termly SENCo clusters

Class Teacher responsibilities (with support from the SENCo):

- To implement the SEN Policy in line with the Code of Practice
- Monitoring work of teaching assistants
- To seek advice from outside agencies where appropriate
- To review children's progress constantly and termly with formal assessment
- Class teachers are given, and manage, relevant information from outside agencies about SEN pupils. This information is used to implement support and is kept in the SEN folder.
- Teachers to keep the SEN folder orderly and up-to-date.
- Results from assessments, e.g. EYFS scores, IAELD scores, P levels, year group objectives analysed and acted upon.
- To aim for early Identification of children in the class with SEN and discussing with the SENCO.
- Informing parents if a child is on the Special Educational Needs Register.
- Planning and differentiating work according to the children's needs.
- Liaising closely with the SENCo and Teaching Assistants.
- Ensuring that all supply staff are informed of any SEN or Disabilities of the children they teach
- Completing Stepping Stones / Steps to Success and reviewing children's progress in liaison with parents and child, and where appropriate consulting with the SENCo and other support agencies.
- Collecting information about pupils for referral forms.
- Writing a report for the annual review of a child with an EHC Plan

Head Teacher responsibilities:

- ✚ overall responsibility for SEN
- ✚ allocation of SEN budget

Teaching assistants supporting children with SEN are responsible for:

- Liaising with the class teacher to carry out a planned programme of support for pupils.
- To keep records of work covered and progress made by child in relation to targets set on the child's Stepping Stones / Steps to Success.



Abbots Langley School

Excellence, learning, knowledge and skills

- To keep a register of attendance to interventions.
- To contribute as appropriate to annual review meetings and Stepping Stones / Steps to Success meetings.

The governing body must:

- ❖ Ensure that the necessary provision is made for any pupil who has special educational needs.
- ❖ Ensure that, if a pupil has SEN, those needs are made known to all who teach him or her.
- ❖ Make certain that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

Partnership with Parents:

- Teachers to meet with parents when reviewing and writing Stepping Stones / Steps to Success and discuss their child's progress. Progress is also discussed at parent consultation evenings.
- Parents can see class teachers after school, by appointment.
- Provide parents with an annual written report on their child's progress.
- Parents to attend meetings with outside agencies if necessary.
- Liaise with school to ensure that all information regarding their child is shared to inform best practise.

Complaints Procedure: Should a parent have a complaint, the school's Complaints Policy should be followed. Any complaints are usually resolved through discussion between parents, the class teacher and SENCO. More information about County guidelines for complaint can be found in the school's Complaints Policy. A copy is available from the school.

Parents can receive independent support from the Special Educational Needs and Disability Information Advice and Support Service **contactable through Herts Direct:**

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendias.aspx>

Special Educational Needs Co-ordinator (**SENCo**): Mrs. Vicky Carrack
Deputy SENCo: Mrs. Esther Butler

SEN Governor: Mrs. Jo Fewster