



Abbots Langley School

Excellence, learning, knowledge and skills

SEN (Special Educational Needs) Information Report

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We have assessment processes in place to monitor attainment and progress. We have termly provision map meetings to discuss each pupil. If concerns are raised, we plan a programme of support which is monitored. Teachers and Teaching Assistants assess, plan, do, and then review a child and their support. We aim to be proactive and are advocates of early intervention. Training for staff is on-going and staff know when to seek advice from the Special Educational Need Co-ordinator (SENCo), Mrs. Carrack, and implement support.

We have an open door policy for parents and if you have concerns about your child please arrange an appointment to see the class teacher. If a teacher has concerns, they will contact you. Teachers are supported by Mrs. Carrack and the Inclusion Co-ordinator (INCo), Mrs. Negrello, and they will seek advice or expertise through this channel. If necessary, the school will access professional advice and support.

2. How will school staff support my child?

Teachers plan and teach lessons tailored to meet the needs of all students in the class. Children take ownership of their learning by choosing appropriate challenges in Maths and Literacy. We have teaching assistants who support in class, as well as offering additional support in small groups or one-to-one with a child. Our classrooms contain age appropriate resources to cater for all learning styles. We use visual resources throughout the school to support those with specific learning difficulties and other needs.

Children that have been identified as having additional needs/SEN will have an individual plan (Stepping stones or Steps to success) and will work on personalised targets. The targets are monitored and reviewed regularly. Teaching assistants work with the children to achieve their targets. This is monitored by the class teacher and SENCo. The school's SEN Governor is Mrs. Fewster. Mrs. Carrack reports to governors three times a year.

3. How will I know how my child is doing?

We have parent consultations in the Autumn and Spring Term. In addition, class teachers will meet with parents three times a year for SEN reviews and parents have a key role to play in target setting. Pupils are also asked to review targets, what is going well, what they need help with and attend meetings where appropriate.

We believe in collaborative work and invite the relevant school staff to Education, Health

and Care Plan reviews (or Statement of special needs Annual Reviews). These meetings are a good opportunity for everyone to meet and talk through next steps for the child.

Each year group has age appropriate objectives and if a child is not meeting those objectives it will trigger an investigation into the cause and what support is required. This may result in an individual plan or a short period of intervention. Parents will be informed if their child is receiving an intervention. The SENCo oversees SEN support which is monitored by Ofsted during their inspections.

4. How will the learning and development provision be matched to my child's needs?

The school follows the 'Learning without limits' research which advises to not put caps on children's learning. Therefore children choose their own challenges in class. The children are taught how to choose the right challenge for them, enabling them to develop an 'I can, I will succeed' attitude. Teachers monitor which challenges children choose and support is on-going; this careful monitoring allows teachers to identify any barriers to learning and plan accordingly.

Teaching assistants run interventions in every year group for the core skills: Reading, Writing and Maths. Interventions can last for 6 weeks (a half term), a whole term or can be on-going. This is adapted according to the needs of the child.

A child's individual plan places parents and the pupil at the centre of the provision. Allowing you to share your views and liaise with school staff on a regular basis.

5. What support will there be for my child's overall wellbeing?

We have a learning mentor, Mrs. Livingstone, who works all over the school. She works with children from all year groups and meets regularly with parents to discuss support required and how we can best meet a child's needs. She also works with children which display challenging behaviour. The aim is to build relationships with those children and their families and work alongside teachers at school. Our family support worker, Dionne Whiting, liaises closely with Mrs. Livingstone. They work together with families to offer support outside of school and signpost to outside agencies.

We follow a PSHE programme and run regular circle times in class to address any issues. We can provide nurture groups and social skills groups for those children that need support with peers. All teachers monitor the children's wellbeing and speak to Mrs. Livingstone should any issues arise. She is ready and available daily and we aim to resolve any issues as soon as possible.

6. What specialist services and expertise are available at or accessed by the school?

Our school works with many professionals from Outside Agencies:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Specific Learning Difficulties Base
- Communications Disorders Team
- Chessbrook Education Support Centre
- Highwood Primary Support Base
- Colnbrook School Outreach

7. What training have the staff, supporting children and young people with SEND, had or are having?

The senior leadership team co-ordinate staff professional development. Staff are also signposted to courses via the SENCo and INCo. We can access training from Hertfordshire and from outside agencies. We also have internal experience and resources that can further develop staff knowledge and expertise.

Mrs. Carrack has the National Award for SEN co-ordination. Miss. Davis is Elklan trained. Recent in-school training has included: Makaton signing, Autism and the Early Years. We have a small group of teaching assistants that hold specialist qualifications and they support colleagues across the school. We provide on-going training for all staff depending on the needs of the children in the class.

8. How will you help me to support my child's learning?

The Stepping Stones and Steps to Success documents provide targets and information on how to best support your child. During SEN review meetings and parent consultation meetings strategies will be shared that will work well.

We have a homework policy that will provide guidance. Curriculum parent sessions are held throughout the year.

9. How will I be involved in discussions about and planning for my child's education?

The parents, the child and the class teacher will meet together three times a year to plan outcomes and review progress. We value parental input as you know your children best. The insight we gain from this co-operative way of working is always beneficial to the children.

10. How will my child be included in activities outside the classroom including school trips?

We want every child to take part in trips. If a child has additional needs, the class teacher, assisted by the SENCo, will meet with the parents to discuss what their needs will be and what adjustments need to be put in place. Staff ensure that information is shared between adults.

11. How accessible is the school environment?

We have a disabled toilet and shower, we have ramps throughout school. All classrooms have dyslexia friendly resources and prompts. We use visual aids in the classroom and all staff have an awareness of adjustments that may need to be made for individual pupils.

12. Who can I contact for further information?

Mrs. Victoria Carrack
SENCo
01923 263174 vicky.carrack@abbotslangleyprimary.com

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Good transition can really help a child, and their family, settle into school life. We liaise with local pre-schools, where possible, before a child joins our school. We work with a range of secondary schools and outside professionals to help with the Year 6 to Year 7 transition. The outcomes we set for our SEN children aim to be supportive in the long-term. We balance the life skills they may require post education with goals in reading, writing and maths. We provide opportunities for our children to go on extra visits and aspire to the highest level of independence possible for all our children.

14. How are the school's resources allocated and matched to children's special educational needs?

The school's resources are reviewed and allocated to match a need. We have on-going resources that we purchase and provide at a whole-school level and also individually. We review resource allocation throughout a term and adapt as necessary.

15. How is the decision made about how much support my child will receive?

The decision is made based on individual assessments, observations, resources available, resource suitability and guidance from outside professionals. The class teacher, SENCo and INCO will allocate support based on these categories and the level of need, supported by the senior leadership team, and Mr. Billing. The more personal the support the more effective it will be.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Please click on the link below for more information:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

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