



# Abbots Langley School

Inspiring life-long learners

## **SEND (Special Educational Needs & Disabilities) 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 regularly assess children to monitor attainment and progress. We have termly provision map meetings to discuss each pupil. If concerns are raised, we plan strategies to implement in class to support the child. Teachers follow the principle of *assess, plan, do, review* when giving support. We aim to be proactive and advocate early intervention.

We have an open door policy for parents. If you have concerns about your child, please speak to your child's teacher. If a teacher has concerns, they will discuss this with you. Teachers are supported by the SEND team, the pastoral team and the senior leadership team. The school can access outside professional advice and support for a range of special educational needs.

2. How will school staff support my child?

Teachers plan and teach lessons tailored to meet the needs of all students in the class. Some children require a highly differentiated curriculum and have a personalised timetable detailing their support.

Children with SEN are supported by the class teacher and if required, a learning support assistant and/or the pastoral team. The learning support assistants will support in class, in small groups or one-to-one with a child. All 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 SEN will have an individual plan (Stepping stones) with personalised targets. The targets are monitored and reviewed once a term. Children are supported to achieve their targets with prompts, personalised resources and a range of strategies. This is monitored by the class teacher and SENCo.

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

We have parent consultations in the Autumn and Spring Term. In addition, class teachers meet with parents three times a year to review SEN targets and parents and pupils have a key role to play in target setting. At these meetings we discuss what is going well and where support is needed.

Each year group has age-related expectations. If a child is working below the age-related level then we will implement support, for example with individual targets or a short period of intervention. Parents will be notified if their child is receiving support. The SENCo oversees SEN support, working closely with teachers and reporting to governors. This in turn is monitored by Ofsted.

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

Teachers carefully monitor the children's work which allows teachers to identify any barriers to learning and plan accordingly.

Learning support assistants can support children with acquiring core skills: Reading (decoding and comprehension), Writing (Spelling, punctuation, grammar and handwriting) and Maths (basic skills). This support or intervention can be short-term (6 weeks) or can be on-going and is adapted according to the needs of the child. Some children require social skills teaching and we can support children with this in groups or individually. We use social stories, social skills programmes and comic-strip conversations to develop social understanding.

A child's individual plan places parents and the pupil at the centre of the provision. This allows 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 pastoral team – Mrs. Livingstone, Learning Mentor, and Dionne Whiting, Family Support Worker. They work with children from all year groups; provide support at lunchtimes and throughout the day, and meet regularly with parents. They work with children who display challenging behaviour and work alongside teachers at school and families at home. They can also signpost families to appropriate outside agencies and use the Families First Assessment to support families in need.

We have regular PSHE lessons in class to support wellbeing. All teachers monitor the children's wellbeing and speak to the pastoral team should any issues arise. We aim to resolve any concerns as soon as possible.

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

We are in contact with a range of outside agencies to support our provision (please see the SEND policy for more information). They initially offer support through discussion with the SENCo or the class teacher. If a child needs more support, this can involve: observing, meeting with parents, and assessing the child.

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 signposted to courses via the SENCo. We access training from Hertfordshire and outside agencies. We also have in school experience and specialist resources. We provide on-going training for all staff depending on the needs of the children in the class. Mrs. Carrack & Mrs. Marshall both hold the National Award for SEN co-ordination. We have an Autism Lead, Mrs. Holt.

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

The Stepping Stones document includes targets and information on how to best support your child. During SEN review meetings and parent consultation meetings strategies will be shared that work well to support your child's development. Curriculum parent sessions are held throughout the year. Further information is available on the school website and school twitter. We have an SEND parent mailing list, which parents can sign up to by contacting the school office, and we send out information, training and resources that may be useful.

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 school staff know how to make adjustments for individual pupils.

12. Who can I contact for further information?

SENCo: Mrs. Poppy Marshall & Mrs. Victoria Carrack  
01923 263174 [senco@abbotslangleyprimary.com](mailto:senco@abbotslangleyprimary.com)  
The SEN Governor is Mrs. S. Bailey.

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 support a child, and their family, settle into school life. We liaise with local pre-schools and nurseries 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 a high level of independence 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 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 and SENCo will allocate support based on these categories and the level of need, supported by the senior leadership team, and Mrs. Negrello.

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

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