

<p>What types of SEN do we provide for?</p>	<p>We provide for students with needs in any of the four areas:</p> <ol style="list-style-type: none"> 1) Cognition & Learning, 2) Speech, Language and Communication, 3) Physical, Motor or Sensory and 4) Social Emotional and Mental Health
<p>How do we identify and assess pupils with SEN?</p>	<p>Quality First Teaching is the baseline of learning for all pupils. SEN support at Longdean arises from a four-part cycle (Assess, Plan, Do and Review) known as the Graduated Response. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. A pupil, who is falling significantly behind with his /her work, will be closely monitored.</p> <ol style="list-style-type: none"> 1) Assess – steps are taken to identify the specific difficulties that the student is experiencing. 2) Plan – a programme of support to address the student’s specific needs will be designed or identified. 3) Do – the student will receive teaching through an intervention programme for a specified period. 4) Review – at the end of the intervention, the progress that the student has made will be evaluated. The SENCo will revise the support in light of the pupil’s progress and development; at this point, a decision is made whether the student is added to, removed from or remains on the SEN register.
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>The Director of Inclusion, Ms Amhari-Smith, is our Special Educational Needs Coordinator (SENCO). Contact can be made via the school office.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Every teacher at Longdean School is a teacher of SEN pupils. It is the role of the SENCO to support teachers in planning for children with SEN where necessary.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and Language difficulties. Students with SEN can expect to be taught within mainstream classes, often with additional support from a teaching assistant, as well as in small groups within the Inclusion Department where necessary.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Students are taught within their academic pathways in mainstream classes; lessons take into account the needs of individual students. Where <i>additional and different</i> support is required, reasonable adjustments are made to ensure students’ needs are met; this includes providing laptops, creating resources with increased font size, adjusting seating plans and allocating key workers to support individual students.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Students are taught in mainstream classes for the majority of the school day. We monitor participation in curricular and extra-curricular activities and make reasonable adjustments to ensure that students with SEN are encouraged to attend and supported with their needs.</p>

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Close working relationship with parents are vital in order to ensure early and accurate identification of SEN and continued academic progress.</p> <p>If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision.</p> <p>Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action established in regards to the provision for their child.</p> <p>Parents of students with an Education Health and Care Plan are invited to attend their child's Annual Review Meeting to contribute their ideas and opinions.</p> <p>The school's SEN link governor may be contacted via the school office, at any time in relation to SEN matters.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils with SEN are invited to contribute to their individual Pen Profiles which detail their strengths, weaknesses, required support and personal commitment to their education. A random selection of SEN students are selected at the end of each year to take part in our SEN review survey.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Progress is monitored termly in accordance with our mainstream cycle of assessment. Where students have taken part in interventions, progress is measured against individual targets set at the start of the programme.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>We seek advice and support from external agencies for the identification, assessment and provision of SEN. The Director of Inclusion is the designated person responsible for liaising with specialist services as required for individual students; these include:</p> <ul style="list-style-type: none"> •Education Psychology Service •Speech and Language Service •Child and Adolescent Mental Health Service (CAMHS) •Positive behaviour, Autism, Learning disability and Mental health Service (PALMS) •Sensory Support Services <p>Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.</p> <p>In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Unless there are over-riding safeguarding issues, parents will be informed about and invited to and any meetings held concerning their child.</p>

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school encourages feedback from staff, parents and pupils during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of an annual questionnaire in addition to discussion at reviews.</p> <p>Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school will offer the opportunity for parents to have access to the SENCO and Inclusion leaders via email or appointment. Further feedback from parents can be given at any time through email contact available on the school website.</p> <p>SEN provision and interventions are recorded on student files and within departments. These are updated by staff and monitored by the SENCo.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Concerns or complaints regarding the care or welfare of a child with SEN can be shared by making an appointment with the Director of Inclusion, Headteacher or Senior Leadership Team Inclusion link member. If the issue cannot be resolved, advice on formal procedures for complaint will be provided.</p>
<p>Where can the Local Authority's local offer be found?</p>	<p>Hertfordshire's SEND Local Offer is a one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families. This can be accessed via the following link: https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx#accessing</p>