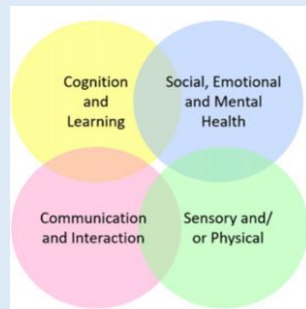


Identification

A child has SEN if he/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 (Code of Practice, xiv)

We look at a child's need under the four main areas of need.



The flow chart on page 3 of our SEN information report explains our process in more detail.

Assessment and review

We use a range of assessment tools. If an SEN is identified, a POP (personal opportunity plan if it is felt the need will be short-term or more assessment is needed) or a support plan (for children on the SEN register) is created with set targets. These are then reviewed alongside provisions and interventions.

Children with an EHCP will also have annual reviews where the child, parents/carers, SENCo and any outside agencies supporting the child meet to discuss the child's progress and the effectiveness of provision.

In the rare cases that needs may be severe and sustained and the child is not making progress within this process,, it may be necessary to apply for an EHCP.

One page information report for SEND at Abbot's Hall



SENCo: Miss Read
SEN governor: Mrs Healy

Outside the classroom

All children, including children with SEN are invited to these clubs and they include, but are not limited to: running, netball, tag rugby, yoga, dance, athletics/times tables rockstars, home learning, board games, art and chess.

Reasonable adjustments, where possible, can be made to ensure children with SEN can attend and take part in the trips and clubs planned for.

Transition

Examples of support for transition to new class : comprehensive handover meetings, transition books, additional time spent in new classroom and/or with new staff

Examples of support for transition to high school: comprehensive handover meetings, extra transition afternoons, new staff visit to meet with the children

Teaching and learning

We use the graduated approach (Code of Practice, 6.44) when assessing the needs of each child and planning for appropriate support and intervention. There are three levels of support that we use:

High quality teaching – the foundation of teaching, planning, assessment and intervention available for all pupils

Additional school intervention and support – targeted support, usually coordinated with the advice from SENCo, working alongside other school staff.

High need support for specialised individual programmes from the involvements of relevant outside agencies.

The wave diagrams on pages 5 – 8 of our SEN information report gives examples of the levels of support for each area of need at Abbot's Hall.

Working together

We work closely together with children and parents to provide the best support we can to meet children's need. We work with a range of outside agencies (SALT, OT, physiotherapists, SES, school nursing team, emotional wellbeing hub). Details of these and the service they provide is given on pages 14 and 15 of our SEN information report.

Training

Teachers are given the opportunity to request specialist information and training needed to ensure they are meeting the needs of children with SEN in their class.

Examples of training achieved in school: ELKLAN, ELSA, mental health champions.