Longlands Primary School and Nursery



SEND Policy

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1. Aims and objectives

Our SEND Policy fulfils the requirements of the SEND Code of Practice 2015, which stipulates that all schools should have a policy regarding Special Educational Needs & Disability. Our SEND Policy and Information Report aim to:-

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND) and how we communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy should be read in conjunction with the SEND Information Report, accessibility plan and alongside our Behaviour and Exclusions policies, which detail how the school manages behaviour and supports pupils with SEND when behavioural needs arise. These can be found in the statutory information part of our website.

https://longlands.herts.sch.uk/statutory-information/

As well as this, the SEND policy should be read alongside policies on teaching and learning.

Policies on teaching & learning

These can be found on our school website under the Statutory information section and details about different subject curriculums under curriculum tab.

http://longlands.herts.sch.uk/statutory-information/

http://longlands.herts.sch.uk/curriculum/curriculum-overview/

2. Vision and values

At Longlands we are passionate about providing our learners with equal opportunities regardless of their age, gender, educational needs, disability, race or social or cultural background. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experiences for all pupils. We provide all pupils access to a broad, balanced, and challenging curriculum. Our school mission statement 'Onwards and Upwards' embodies the whole staff's commitment to high expectations for all learners and the belief that all children can make progress and experience success. We believe in giving learners what they need in order to succeed educationally, socially, and emotionally. All staff provide high-quality adaptive teaching and appropriate levels of support. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

At our school we strive to create an inclusive teaching environment, where provision is tailored to the needs and abilities of pupils. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Purpose

Our school believes that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Longlands aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad, balanced and ambitious curriculum that is accessible through high-quality adaptive teaching, reasonable adjustments and appropriate support enabling progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs through the assess, plan, do review cycle as set out in the Code of Practice
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN Information Report
- The Equality Act 2010 (Section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

4. Definitions

4.1 Special educational needs

As stated in the SEN Code of Practice ***"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them."***

They have a **learning difficulty or disability** if they have***: -***

- ***A significantly greater difficulty in learning than the majority of others of the same age, or***
- ***A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools***

Special education provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age in a mainstream school.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. Reasonable adjustments may include adaptions to teaching approaches, communication methods, behaviour management strategies, social opportunities, the physical environment, access to learning resources, sensory regulation support, movement breaks, transition arrangements and access to adult support where appropriate.

4.3 The 4 areas of need

The SEN Code of Practice identifies the following 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical needs

Identification helps us to decide which support and provision will be most beneficial to an individual child's educational progress, and as noted in the Code of Practice, special educational provision should be matched to the child's identified SEN. By identifying the pupil's main areas of need it aids the school in deciding what action we need to take to support the child, rather than it being about labelling a child and putting them into a category. Also, the special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. At Longlands, we are needs led, a child does not need to have a formal diagnosis for SEN provision to be needed

and put in to place. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Often children have needs that cover multiple areas and their needs may also change over time as they develop and progress through school. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with a diagnosis of Autism may have needs across all areas.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SENCO

The named person for leading provision at Longlands is our SENCO, Grace Phillips.

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning difficulties
- co-ordinating the specific provision made to support individual pupils with SEND, including those with EHC plans
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- With the head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ensuring that the school keeps records of all children with SEN up to date.
- supporting class teachers in planning effective support for pupils both in terms of resources, interventions and deployment of additional adults (where appropriate)
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support, reasonable adjustments and adaptive teaching approaches that are appropriate for individual pupils
- Informing any parents/carers that their child may have SEN and then liaising closely with parents/carers of pupils with SEND about their pupils needs and any provision made, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records including individual pupil profiles
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- contributing to the in-service training of staff
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to ensure all relevant information about a pupil's SEN and provision for them is

sent in a timely manner and to help provide a smooth transition from one school to the other

- co-ordinate transitions within school (e.g., EYFS to KS1, KS1 to KS2) through arranging with teachers and support staff additional visits, handover meetings, sharing of profiles, and enhanced preparation for pupils with SEND
- taking part in local SEND training and moderation.

5.2 The Headteacher

The Headteacher at Longlands is Ashleigh Calver.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, and overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- keeping the governing body informed about SEND issues
- Working with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Working with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Working with the SENCO to monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

5.3 The governing board

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- reasonable adjustments are made within school to ensure pupils with SEND join in school activities, trips and extra-curricular activities alongside their peers
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored

- they, and the school as a whole, are involved in the development and monitoring of this policy.

5.4 The SEND link governor

The **SEND link governor** at Longlands is Robert Jenkin

The **SEND governor** will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.5 Class teachers

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for planning and providing high-quality adaptive teaching, reasonable adjustments and appropriate support to meet individual needs and planning interventions. They can draw on the SENCO for advice on assessment and strategies to support inclusion. When interventions are carried out by a teaching assistant, away from the classroom, it remains the teacher's responsibility to work closely with the teaching assistant to plan and assess the impact of the intervention and how to link it to class learning
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND as listed in the schools SEND Information Report.
- giving feedback to parents and carers of pupils with SEND.
- the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- planning lessons which take into account possible difficulties and potential barriers to learning for those with SEND and plan ways to remove these barriers.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development.

5.6 Teaching assistants

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Here at Longlands all staff work together to ensure high aspirations, and good outcomes for all children including those with SEND.

Enquiries about an individual child's progress should be addressed with the child's class teacher in the first instance. Other enquiries can be addressed to the SENCO, Mrs Phillips, or the Head Teacher. They have a special role to play in determining the strategic development of SEND policy and provision within the school.

5.7 Safeguarding and SEND

The school recognises that children with SEND can be more vulnerable to bullying, exploitation, mental health difficulties and other safeguarding risks and they may face additional barriers in communicating concerns or reporting abuse. Staff remain alert to changes in presentation, attendance, emotional wellbeing, behaviour and communication that may indicate a safeguarding concern or unmet need.

The SENCO will work closely with the Designated Safeguarding Leads (DSLs) and other relevant professionals to ensure that pupils with SEND receive appropriate support and protection. All safeguarding concerns will be managed in accordance with the school's Child Protection Policy.

5.8 Parents/carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child & discuss and contribute to their 1-page profile
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil. Parents and carers will be informed if the school identifies that special educational provision may be required and will be involved in decisions relating to identification, support, review and future planning.

5.9 Pupils

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided where developmentally appropriate. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Giving feedback on the effectiveness of interventions & support strategies as part of creating and reviewing their 1-page profile

The pupil's views will be taken into account in making decisions that affect them, whenever possible and developmentally appropriate.

6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Provision for Pupils with SEND

Once a pupil has been identified as having SEN, we will take action to remove barriers to learning, and put effective special educational provision in place. Our SEND support takes the form of successive rounds of a four-part cycle known as the graduated approach. Assess, Plan, Do, Review.

Assess – A clear analysis of the pupil's needs is identified by SENCO and class teacher.

Plan – Support, adjustments, and interventions are planned for in order to meet the child's identified needs and expected outcomes

Do – SENCO will support the class teacher and learning support assistants with planned provision. Strengths and areas of concern of the pupils will continue to be reviewed.

Review – Interventions and support will be reviewed to ensure that they are having a positive impact on pupils learning. This will be evaluated and then adapted accordingly.

7.2 Identification of need

The progress of all children is closely monitored through termly pupil progress meetings between the class teacher, head teacher and SENCO, where discussions are held about the progress of all pupils. Here pupils who are not making as much progress will be identified. This can be characterised by progress which:-

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers,
- widens the attainment gap

This may include progress in areas other than educational attainment, for example, social and emotional needs. Also, when considering whether a child has SEN,

potential short-term causes of impact on behaviour or performance will be considered, such as illness or bereavement. It is important to note that slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to them being recorded as having SEN, because all children, as individual learners, progress at different rates. However, in some cases it can be an indicator of a range of learning difficulties or disabilities. Equally, it can also not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Additionally, pupils that have English as an additional language with difficulties related solely to their limitations in English are not SEN.

Any concerns raised during a meeting about a pupil's progress, engagement with learning, or interactions with peers will lead to an action plan being developed by the relevant staff. Staff are encouraged to raise concerns with the SENCO as early as possible so that appropriate next steps can be advised. High-quality, inclusive teaching is the first step in responding to pupils who have, or may have, SEND. Through adaptive teaching, appropriate adaptations, reasonable adjustments, scaffolding, and responsive classroom practice, teachers strive to meet the needs of all learners, reduce barriers to learning, and support access to learning and progress. The class teacher, with support from the SENCO, reviews current classroom provision and considers what adaptations, adjustments, and support strategies could be implemented. The teacher then acts on this advice, monitors its effectiveness, and evaluates its impact on the pupil's progress.

Parents and carers may also raise questions or concerns about their child's learning or development. We take all parental concerns seriously and investigate them thoroughly, recognising that parents and carers know their children best. As a school, we understand the importance of listening carefully when concerns are expressed about a child's development.

In many cases, concerns can be addressed through high-quality teaching, adaptive approaches, reasonable adjustments, targeted classroom support, or short-term school interventions that are reviewed for impact. The school can also offer advice to parents and carers on strategies that may be helpful in supporting their child.

A pupil will be placed on the SEND register when it is determined that they require special educational provision that is additional to, or different from, that ordinarily available to pupils of the same age. This decision will be made in consultation with parents and carers following an assessment of need. At the point in which a child is identified as needing special educational provision a meeting will be held involving the parents or carers, class teacher and SENCO. We will have an early discussion with the pupil and their parents to discuss their needs and share concerns. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Although the school is able to identify special educational needs and make provision to meet those needs, we are not able to offer diagnoses. Parents and

carers are advised to contact their GP if they think that their child requires a diagnosis e.g., ASD. Often a GP will require a supporting letter outlining the child's presenting needs, which the SENCO will provide following discussion with parents/carers or the SENCO will complete supporting forms in collaboration with class teacher/teaching assistant.

As a school we believe in intervening early and providing personalised support by giving learners what they need in order to succeed. The benefits of early identification are widely recognised because identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early and pass on concerns to the SENCO and or head teacher. We also listen to and address any concerns raised by the children themselves.

7.3 1-page profiles

When a decision is made to place a child on the SEN register a 1-page profile is created in collaboration with the parents/carers, class teacher, SENCO and where developmentally and age appropriate the child themselves. The contributions of parents/carers and the child are key to formulating the document. A 1-page profile is a working document and summary of:

- Child's strengths
- Areas for development & needs
- Provision and strategies that support them

Our 1-page profiles are reviewed and updated termly and we welcome contributions from parents/carers especially about the child's strengths and interests and areas of development outside of school. Parent/carers are invited to 3 meetings a year with the SENCO to discuss the profiles and in order to gain parent contributions.

7.4 Assessments

The SENCO will assist colleagues with the identification of pupils with SEN and additional assessments may be undertaken in order to identify and inform the planning of SEN provision. Assessments are used as a tool to identify gaps in children's learning and support us to think about children's strengths and difficulties and gain a deeper understanding of where the child is at. They are however not a diagnostic tool.

Some assessments include:

- Early years foundation Stage Profile
- Individual Assessment of Early Learning and Development (IAELD)WELLCOMM (Speech and Language assessment)
- Little Wandle assessment sheets for Phonics

- Phonological awareness assessment e.g., PHAB (Phonological assessment battery),
- SPLD outreach service Maths and Literacy assessments
- SAT's Results
- Phonics Screening check results
- Memory Magic assessments
- Boxall Profiles
- Vocabulary specific test e.g., BVP (British Vocabulary Picture Scale)

7.5 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEN register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education Health Care Plans (EHC Plans)

Where pupils need more support than is available through the school's school-based SEN provision and despite having taken relevant and purposeful action to identify, assess, and meet the special educational needs of the child, parents and the school may consider requesting an Education, Health and Care needs assessment. A request to the Local Authority (LA) for an EHC assessment is made when the child has demonstrated significant cause for concern. The school collects a range of evidence to support this application and parents will be involved in the whole application process. For further information on this process visit:

https://www.hertfordshire.gov.uk/microsites/local-offer/support/ehc-plan.aspx

If the request is successful the LA will provide an EHCP, which is a legally binding document, that details the needs of the pupil, the outcomes and statutory provision required to meet those outcomes. Then additional support is planned and personalised.

The provision for these pupils will be funded from the school's notional SEND budget and they will be in receipt of Top up High needs funding (HNF). Their EHCP helps identify the resources a child needs. The EHCP will be assigned an overall band within the range Universal Support-Specialist Plus Support and this banding equates to the funding schools receive to implement and deliver the provisions specified in the EHCP.

On the census these pupils will be marked with the code E.

7.6 Transition

The school recognises that periods of transition can be particularly challenging for some pupils with SEND.

Enhanced transition arrangements will be planned according to individual need and may include:-

- additional visits,
- transition booklets
- meetings with receiving staff

Further information regarding transition arrangements can be found in the school's SEND Information Report.

7.7 Working in Partnership with Parents and Pupils

At Longlands we firmly believe in close partnership with both parents/carers and pupils, as this leads to the best outcomes for our pupils with SEN and enables them to be successful. As such parents/carers and pupils will be fully involved in decisions related to special educational provision. Regular meetings and reviews will take place; assessment data will be readily available and reports from external agencies will be shared electronically or paper copies sent home. Where developmentally and age appropriate, pupils will have regular opportunities to discuss their learning, what they need support with and how they feel they can be helped.

7.8 SEND, Behaviour, Suspension and Exclusion

The school recognises that for some pupils with special educational needs and/or disabilities (SEND), behaviour may be a communication of unmet need, anxiety, sensory differences, difficulties with social understanding, emotional regulation or communication challenges.

The school expects all pupils to follow the Behaviour Policy. However, behaviour management strategies and sanctions will be applied fairly and proportionately, taking account of the pupil's individual needs, developmental stage and any reasonable adjustments required under the Equality Act 2010.

Where behaviour concerns arise, staff will consider:

- whether the behaviour may be linked to the pupil's SEND
- whether reasonable adjustments have been identified and implemented
- whether the current provision remains appropriate to meet the pupil's needs
- whether further assessment, intervention or support may be required

Behaviour concerns may trigger a review of:

- • the pupil's SEND support
- their 1 Page Profile and provision in place

- risk assessments/risk reduction plans

Reasonable adjustments may include:

- adapted teaching strategies
- visual supports and alternative communication methods
- sensory regulation opportunities
- movement breaks
- additional adult support
- environmental adaptations
- transition support
- · flexible approaches to behaviour management where appropriate

The school acknowledges that pupils with SEND, including those with Education, Health and Care Plans (EHCPs), may be suspended or excluded. Decisions will be made on an individual basis and will take account of the pupil's identified needs, support in place, reasonable adjustments and the safety and wellbeing of all pupils and staff. Where behaviour concerns arise, the school will consider whether additional assessment, intervention, support or reasonable adjustments are required.

Where a pupil with SEND is at risk of suspension or exclusion, the SENCO will be involved wherever practicable to ensure that SEND needs, support and reasonable adjustments have been fully considered.

This policy should be read alongside the school's Behaviour Policy, Child protection policy and Accessibility plan.

7.9 Collaboration with external agencies

Where a child continues to make less than expected progress despite interventions that are matched to the child's area of need, where necessary and with parental consent, we involve appropriate external agencies following a referral process. Involvement with appropriate specialists supports us to identify effective strategies, equipment, programmes or interventions to enable the child to make better progress towards desired learning and development outcomes. These external agencies include:

- Educational Psychologists,
- Rivers Educational Support Centre & Little Rivers
- Speech and Language Therapists (SALT)
- Specialist advisory teachers
- Occupational therapists or Physiotherapists
- School nursing

- Child and adolescent mental health services (CAMHS)
- General practitioners or paediatricians

7.10 Resources

When planning interventions and support for a child we are needs led. We strive to provide as many appropriate resources as possible which can include:

- Nurture groups
- Lego therapy- A speech and language strategy that encourages children to develop their communication skills.
- Social skills groups with personalised focus e.g., managing emotions, developing self-esteem and confidence, building resilience
- Sand therapy
- Time in the sensory room 'Rainbow room'
- Daily Sensory Circuits
- Pupils may receive therapeutic support if necessary
- Fine motor skills interventions
- Small group or 1:1 Maths or Phonics interventions
- Precision teaching
- Pre-teaching or over learning

Our school has a range of interventions available and when considering an intervention, we look first at the child's profile of learning, consider any assessments and also any observations so that we select the most appropriate intervention for the child and their specific needs. The list of interventions is not exhaustive and varies across the school and each academic year in line with priorities for areas of need.

Provision for children with special educational needs is a matter for the school as a whole. It is each class teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development and make necessary arrangements for training.

9. Arrangements for complaints about SEND provision

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with this, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment by contacting the school office, rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

The complaints policy can be found on the policies section of our website

http://longlands.herts.sch.uk/parents/policies/

10. Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- analysis of pupil progress and attainment data for pupils with SEND
- monitoring the progress and outcomes of pupils with SEND from their individual starting points
- monitoring attendance, persistent absence, suspension and exclusion data for pupils with SEND
- monitoring of SEND provision by the SEND governor
- review of the SEND Information Report and published SEND information annually
- evaluation of SEND priorities through the School Improvement Plan
- feedback from pupils, parents, staff and external professionals both formally and informally
- external review through local authority support, moderation activities and inspection processes where appropriate
- monitoring of classroom practice by the SENCO and subject co-ordinators
- • reviewing the effectiveness of reasonable adjustments and interventions

This policy will be reviewed by the SENCO **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during this time. It will be approved by the full governing board.