



Kings Langley School

Unlocking Potential for Life

Send Offer and Contact Details



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1. Parent Questions

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Parents Questions to develop the School's SEN information

How does the school know if the children/young people need extra help?

- Concerns are raised by parents/carers, subject teachers or the child
- Limited progress is being made
- There is a change in the student's behaviour or progress. Progress is assessed from data on transition, entry testing and class assessments.

What should I do if I think my child may have special educational needs?

- The form tutor is the initial point of contact for responding to parental concerns
- If you have concerns then contact the SENCO.

How will school staff support my child?

- Each student's lessons will be planned by the subject teacher. They will be differentiated accordingly to suit the student's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a student has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills then the student will be placed in a literacy group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary accordingly to need but will generally be for a year. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning or modification of the current intervention.
- The SENCO will be available for consultations at Subject Consultation Evenings. Also appointments can be made with the SENCO through the SEN Administrator. Email address lsdp@kls.herts.sch.uk or telephone 01923 264504 x 218.
- Occasionally a student may need more expert support from an outside agency such as Social Communication disorders, visual impairment or hearing impairment. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carers.

How will I know how my child is doing?

- At the end of a period of intervention a student will be retested and the results will be reported home by email.
- The School may ask subject teachers to complete a round robin about a student's progress at any time during the school year to inform parents. You will be asked to meet with us to share the findings and plan the next intervention.
- You will be able to discuss your child's progress at Subject Consultation Evening with their subject teachers.
- Appointments can be made to speak in more detail to the SENCO by contacting the Department. Email address lsdp@kingslangley.herts.sch.uk or telephone 01923 264504 x 218.

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



- When a student has been identified with special educational needs, recommendations will be sent to all their subject teachers and their work will be differentiated by the subject specialist to enable them to access the curriculum.
- Teaching Assistants (TAs) may be allocated to work with the student in a 1-to-1 or in a small focus group to target more specific needs at the subject teacher's discretion.
- If appropriate specialist equipment may be provided for the student e.g. a student with dyspraxia may need specialist equipment to participate in Food Tech.

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

The school offers a wide variety of pastoral support for students who are encountering emotional difficulties. Each student has an allocated Form Tutor and each year group has a Pastoral Leader, who is responsible for that particular year group. In all Key Stages there are Learning Mentors who are available to support students with a variety of issues. There is also support available from:

- Teaching Assistants
- School Counsellors

Students with medical needs

- If a student has an exceptional medical need then a detailed Individual Health Care Plan is compiled with support from the associated agencies and with parents/carers. These are discussed and implemented with all staff who are involved with the student
- In addition to this, all staff receive regular Epipen training
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- Some staff are First Aid trained.

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

All members of staff have received regular updates and information to meet the needs of students as appropriate. These have included sessions on:

- All teaching staff have a recognised teaching qualification and have undergone a probationary period as a teacher
- How to support students on the autistic spectrum
- How to support students with social and emotional needs
- How to support students with speech and language difficulties
- How to support students with physical and co-ordination needs
- The SENCO assesses students and informs staff of the recommended strategies
- All recommendations from outside agencies are passed on to staff and supported by TAs and SENCO

What specialist services and expertise are available at or accessed by the School?



At times it may be necessary to consult with outside agencies to receive their more specialised advice.

The agencies used by the school include:

- The Educational Psychologist Service
 - CAMHS (Child & Adolescent Mental Health Service)
 - Children's Services
 - The School Nurse Team
 - Integrated services for Learning
 - The Special Educational Needs Team
 - Education Support Centres

 - The Education Support Team for Medical Absence
 - The Extended Schools Consortium – based at Kings Langley School
 - The Access to Education team for Refugees and Travellers
 - The Communication Disorders Team
 - The Sensory and Physical Impairment Team
- The school will also take into account the additional recommendations of medical professionals as and when required

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

- Parents should use the Student's planner to communicate with subject teachers with regards to any concerns they may have about their child's progress.
- The subject teacher may suggest ways of how you can support your child specific to their subject.
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a student's behaviour/emotional needs
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a discussion will take place between the organiser, SENCO and parents/carer to assess how this may be feasible taking into account factors such as risk, staffing levels and facilities available.

How accessible is the school environment?

The present school building was completed in September 2016 and complies with Building Regulation 2000 and Disability Discrimination Act 2005.

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?



Many strategies are in place to enable the student's transition to be as smooth as possible.

These include:

- Information gathered from parent booklet issued when accepting a school place at Kings Langley School.
- Discussions between the previous or receiving schools prior to the student joining/leaving.
- All students attend a Transition morning.
- Additional visits are also arranged for students who need extra time in their new school.
- The SENCO is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit students prior to them joining their new school from Year 6. Large feeder primaries are visited by Y7 Pastoral Leader, KS3 Learning Mentor and SENCO.
- The SENCO liaises with the SENCOs from the primary schools to pass on information regarding SEN students.
- Where a student may have more specialised needs, a separate meeting may be arranged with the SENCO, the primary school SENCO, the parents/carers and the student.
- When a student moves between key stages, internal meetings will also be arranged.
- Students moving from key stage 4 to key stage 5 or college or apprenticeships will have appointments with a connexions P.A.

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

- The SEN budget is allocated each school year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the subject teacher if a concern has been raised by them during the year.
- Resources may include deployment of staff depending on individual circumstances.

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

- These decisions are made in consultation with the SENCO, pastoral leaders and subject teachers. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the student's lack of progress or well-being then other interventions will be arranged.

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the subject teacher also can be contacted by phone or email and at subject consultation evenings.
- Contacting the Form Tutor
- During discussions with the SENCO

How does the school support children who are in the care of the local authority?

In addition to all of the resources outlined in this section, the School has a Designated Teacher



- who is a member of the senior leadership and four deputy DTs, of which the SENCo is one.
- attendance at reviews, formulation of the PEP and liaison with Virtual School Service.
 - Pupil Premium Funds

Who can I contact for further information?

- If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCO.
- Email lsdp@kls.herts.sch.uk

Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?

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