



# ABOYNE LODGE

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## **Special Educational Needs and Disability (SEND) at Aboyne Lodge**

### **SEND information report**

A more detailed report of all the SEND processes at Aboyne Lodge school can be found on the school website in the parent section under SEND or in the Statutory information section under Annual SEND report.

### **SEND Planning meeting**

At the start of each academic year the class teacher will meet with the SENCo to discuss the needs of the children with SEND in their class.

### **SEND Register**

Every child with SEND is recorded on the school SEND register. Parents are always informed when their child is placed on the SEND register. All teachers are aware of which children are on this register.

### **One Page Profiles**

Each child with SEND has a one page profile. This is where all the important information about their needs and how best to support them is recorded. These are sent home at the end of each year to be completed/updated by the parents. The class teacher will then have a meeting in September with each child with SEND in their class to go over their one page profile. The teacher and pupil can add any extra info and make any updates/amendments.

### **Class Provision Map**

This is a document that gives an overview of all the needs in the class. This is also where all the interventions over and above quality first teaching are recorded. Teachers are responsible for completing and reviewing these documents.

### **APDR (Assess, Plan, Do, Review) Documents/Support Plans**

Every child on the SEN register has an APDR document. This is a brief description of the plan in place for them with their current targets. These are reviewed at the end of each cycle (3x yearly) and new targets set. Parents are involved in this process and will have meetings three times a year, with the class teacher, to discuss their child's targets.

### **EHCPs**

These are documents that are issued by the local authority for children with significant and complex needs. Teachers are familiar with these documents and will follow the advice and recommendations stated to ensure the needs of the child are met. The SENCO will oversee this to ensure all the appropriate provisions are in place. Teachers and the SENCo are involved in the annual review process

and will attend the meetings. The SENCo can provide parents with information regarding the EHCP application process.

### **Termly EHCP planning Meetings**

The SENCo will meet termly with the class teacher and any TAs involved to go over the EHCP targets and to ensure all the appropriate provision is in place.

### **Class SEND Information**

All the SEN information about each class is shared with the class teachers. Teachers will have copies of recent reports and EHCPs. Paper copies of the current APDRs, one page profiles and EHCPs will be kept in a class folder.

### **SEND Pupil Concerns**

If teachers are concerned about a child in their class and feel that they may have special educational needs, but they are not on the register, they will arrange to discuss the pupil with the SENCo. A meeting will also be arranged with the parents to discuss the concerns,

### **Reasonable Adjustments/Scaffolding/Differentiation (is evident in every lesson)**

All teachers make reasonable adjustments in their classrooms and in their teaching to ensure the needs of every child are met. Visual aids, chunking instructions, now and next boards, group work, targeted questions and support are just some examples of what can be seen in every lesson to support pupils with SEND.

### **Parents evening**

Teachers are aware of all the extra support being provided for the children in their class. Parents of children who are on the provision map but not on the SEN register will be informed about any extra provision their child is receiving. This information will be shared during parent consultations. The SENCo will also be available on consultation evening. Parents are able to make a separate appointment to discuss their child's need/support.

### **Transition meetings**

These are held at the end of the Summer Term for all children with EHC plans or significant needs that mean a carefully planned transition is required. Current and new Teachers, LSA's + parents/guardians will be invited and a social story completed if appropriate.

