



Kings Langley Secondary School

**Application Pack: SEND Provision at Kings
Langley School**

www.kls.herts.sch.uk

SEND Provision at Kings Langley School

SEND Areas of Need

Special Educational Needs and Disabilities (SEND) are divided into areas of need.

Cognition and Learning

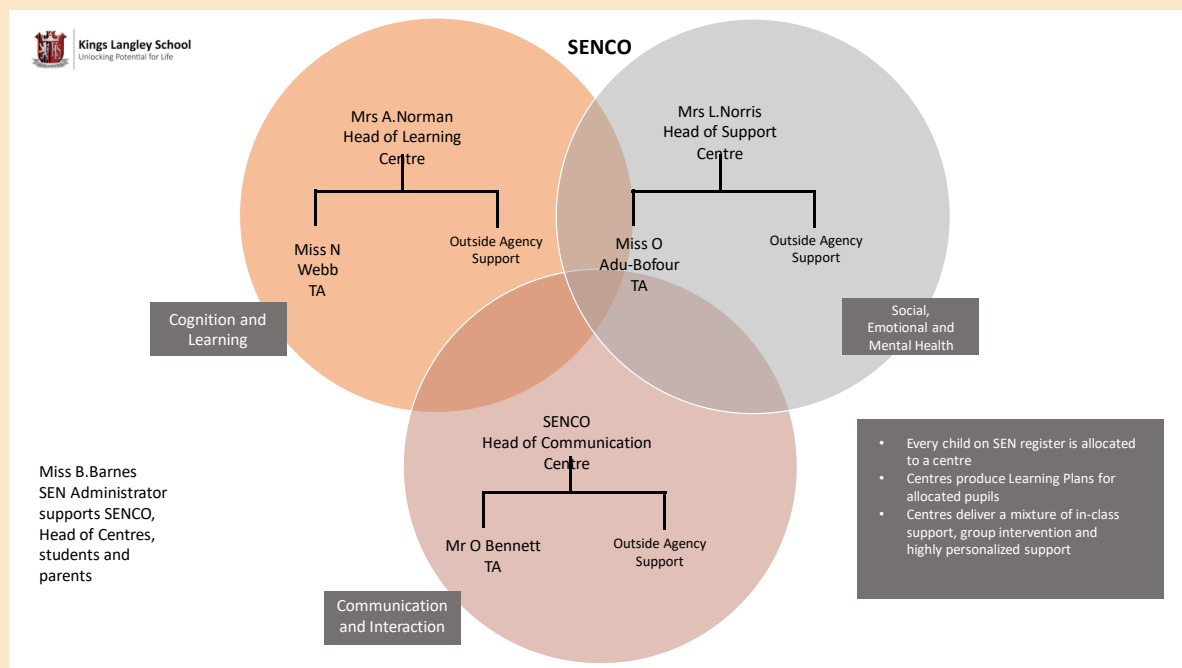
Social, Emotional and Mental Health

Communication and Interaction

Sensory and/or Physical

How SEND Provision Works at Kings Langley School

The Learning Support Department is led by the SENCO. Kings Langley School have divided the department into three sub centres, combining the communication and sensory areas of need. Whilst the department is one cohesive area, the three centres each have their own leads who work closely together as most students with SEND will have a primary need but, as the graphic shows, these needs may overlap into another area.



The Centre Leads

Communication Centre Lead - SENCO.

Cognition and Learning Centre Lead - Adele Norman, HLTA specialising in maths.

Social, Emotional, and Mental Health Lead - Louise Norris, HLTA specialising in SEMH and Wellbeing.

Each of these can be contacted via Beverley Barnes, SEN Administrator, on lsdp@kls.herts.sch.uk

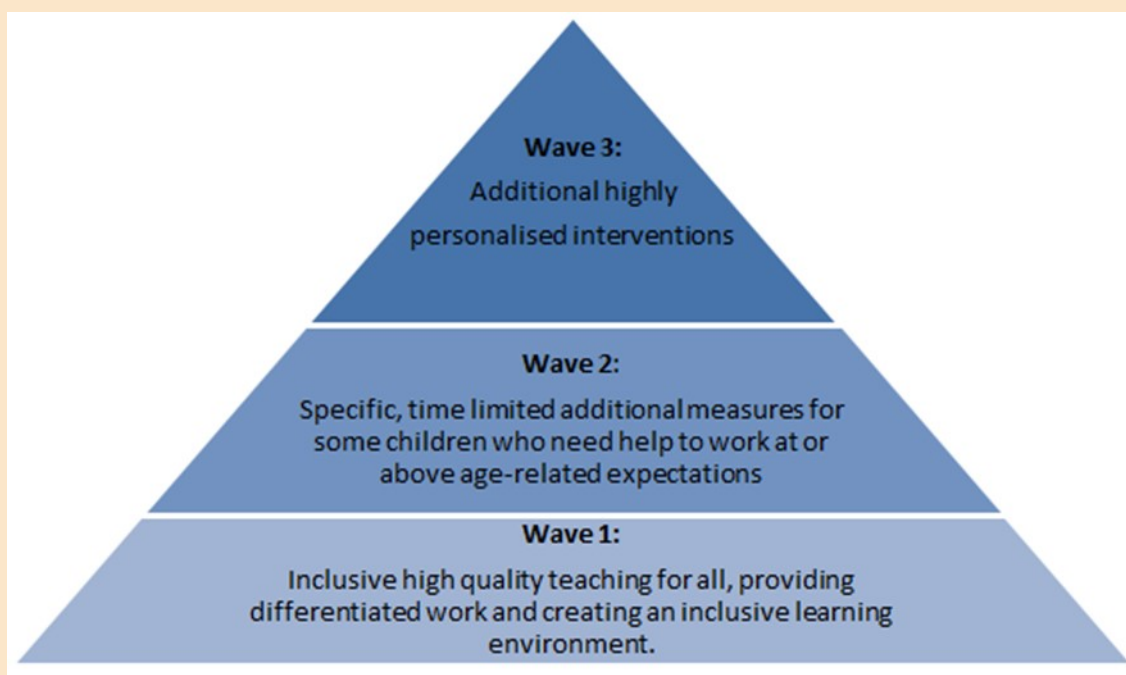
Kings Langley School Waves of Provision

The triangle diagram demonstrates the waves of provision at Kings Langley School. (Further specific details are in the table below)

Wave 1: All Students - quality first teaching with differentiation, scaffolding and challenge in an inclusive learning environment

Wave 2: Targeted Groups - small group interventions to support specific needs within the curriculum

Wave 3: Individual Students - targeted, personalised interventions and support.



What does Inclusive Quality First Teaching Look Like?

- High achievement for all through high expectations and high aspirations where the learning needs of all students are considered.
- Lessons are well planned, focused and differentiated appropriately with clear success criteria.
- A planned range of teaching skills, strategies and approaches are deployed to engage all children.
- Practitioners provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges.
- Students are fully engaged in their learning, having opportunities to work both independently and collaboratively.
- Positive praise and effective feedback promotes further learning

Area of Difficulty	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalised interventions
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching with differentiation, scaffolding and challenge in an inclusive learning environment. • TA support in class. • Access to assessment for identification of significant needs. • Dedicated and caring staff who value students • Classrooms use increased visual aids. • Additional TA support at lunchtime in Homework Hub. • Access to ICT to help reduce barriers to learning. • Structured school and classroom routines. 	<ul style="list-style-type: none"> • Small group booster sessions in Mathematics. • Small group booster sessions in English. • Paired reading/ numeracy work completed by sixth formers. • Subject specific catch up programmes at lunchtimes and after school. • Staff updated via Learning Plans for individual students including recommended strategies • Ongoing assessment of all students in the Cognition and Learning Centre 	<ul style="list-style-type: none"> • 1:1 in school support. • Exam/ assessments access arrangements. • Learning Plans tailored to student needs. • On-going monitoring and regular feedback to parents/ carers. • Cognition and Learning Centre Lead updates/ meets with parents • Support from external agencies where appropriate. • Pastoral support and referrals. • Specialist teacher support.

<p>Communi- cation Centre</p>	<ul style="list-style-type: none"> • Quality first teaching with differentiation, scaffolding and challenge in an inclusive learning environment. • Form Tutor, Pastoral Lead and Learning Mentor as first point of contact • Complies with Disability Discrimination Act • Transition - visits to Primary School by the Pastoral Lead and SEN-Co. Parents receive transition booklet. • Teachers take into account individual needs in class seating plans • Access to ICT to help reduce barriers to learning. 	<ul style="list-style-type: none"> • Transition – student visit to KLS for orientation. • Staff updated via Learning Plans for individual students, including recommended strategies • Small group booster sessions • Lunchtime Peer Support group (facilitated by Support Centre Staff) • Access to assessment for identification of significant language needs. • Ongoing assessment of all students in the Communication Centre • Time out cards • The Centre offers safe space for students 	<ul style="list-style-type: none"> • Transition visit to KLS student and parents • Referrals to outside agencies: Education Psychologist, CAMHS etc. • Communication Centre Lead updates/meets with parents • Further assessments: • Individual resources • Communication Centre Lead updates/meets with parents • Exam Access Arrangements. • Student Trips may be supported • Time out cards • Crisis management • Managed timetables to reduce anxiety/ stress/ behavioural pinch points
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Support Centre	<ul style="list-style-type: none"> Form Tutor, Pastoral Lead and Learning Mentor as first point of contact Quality first teaching with differentiation, scaffolding and challenge in an inclusive learning environment. Complies with Disability Discrimination Act Transition - visits to Primary School by the Pastoral Lead and SEN-Co. Parents receive transition booklet. Transition supported from between KS3/4/5 Teachers take into account individual needs in class seating plans All staff are trained in Safeguarding – designated DSPs PSE lessons including the Penn Resilience Programme in Y7 	<ul style="list-style-type: none"> Staff updated via Learning Plans for individual students, including recommended strategies Transition – student visit to KLS for orientation. Social Skills group support Lunchtime Peer Support group (facilitated by Support Centre Staff) Drop in sessions for advice on daily issues. Ongoing assessment of all students in the Support Centre Time out cards The Support Centre offers safe space for students Learning Mentors with option to refer to counsellors 	<ul style="list-style-type: none"> Referrals to outside agencies: Education Psychologist, CAMHS etc. Support Centre Lead updates/meets with parents Student Trips may be supported Transition visit to KLS student and parents Further assessment 1:1 support Counselling within the school remit Time out cards Crisis management Exam access arrangements Managed timetables to reduce anxiety/stress/behavioural pinch points
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The Local Offer

The 'local offer' term was specified by government. The Hertfordshire Local Offer gives information on what support is available in the local area for children and young people with special educational needs or disabilities and their families. The details can be found at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>