



## **SEN Information Report 2025 / 26**

Welcome to our SEN Information Report. We aim to answer the frequently asked questions about SEN support in schools. If you do not find what you are looking for please do ask us. Your first point of contact is your child's class teacher, but if you require further information you are welcome to speak to the SENDCo, Rebecca Tonge or the Headteacher, Mr Edwards. We are often available on the playground or can be contacted via emailing or telephoning the school office.

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

The attainment and progress of all pupils is monitored frequently throughout their time at school and regular discussions are held between the class teachers, SENDCo and Head teacher. At these meetings the progress of all children is discussed with regard to academic achievement and their general development, including social and emotional wellbeing.

When a concern arises, additional assessment, support and tailored learning opportunities are put in place. The child's progress is monitored and parents kept informed through parent consultations / annual reports and additional meetings if necessary. Parent and child views are taken into consideration throughout the process.

If, despite a series of targeted support, the child continues to make less than expected progress, the child is recorded as having special educational needs. This indicates that the child is contending with significant barriers to learning and needs.

If children require support by external professionals they are generally registered as having SEND. In some cases, children who are making good progress academically and socially may be placed on the list or remain on the list. This is commonly the case with children who have a physical difficulty that requires special adaptations in order to access the curriculum.

If parents have concerns that their child may have special educational needs they should speak with the class teacher in the first place. The class teacher may then speak with the SENDCo (Mrs Tonge) and then feed-back next steps to the parent. If parents still don't feel their concerns have been addressed they can ask for an appointment directly with the SENDCo. Mr Edwards, the Headteacher, would be the next port of call.

### **2. How will school staff support my child?**

Under the 2014 SEND Code of Practice, Quality First Teaching (QFT) underpins all classroom practice. This means that the class teacher plans lessons based on the special needs of all the children in their class. Different ways of teaching and learning are planned for, in order to accommodate different types of learners and Learning Support Assistants are deployed in the classroom to support children in a variety of ways. Targeted interventions, in a small group or individually, may also be arranged.

Although there may be interventions that take place outside the classroom, the class teacher retains responsibility for the progress of the child and works closely with support staff to plan and assess interventions and link them back to class teaching. The SENDCo provides advice, monitoring and links with outside agencies. The Headteacher monitors the progress of all children in the school and the school Governors maintain an overview of the school's performance and provision. There is a governor with special responsibility for SEND. This is currently Mr Geoff Philips.

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

Alongside QFT and the adaptations or differentiation described above, children on the SEND register have personal targets in line with the 'graduated response' as set out in the 2014 Code of Practice. This requires the teacher to work to **assess** the child's need, then **plan** appropriate targets and consider how to work towards these targets with relevant activities or interventions over a designated timespan. When the timespan is **complete**, progress against the targets is **reviewed** and the cycle begins again.

In KS2 this 'graduated response' requires the involvement of the child in setting targets, assessing their own progress and considering next steps. Children are involved in discussion about their learning. Through Quality First Teaching (QFT) we encourage children to discuss what supports their learning and what they find difficult. This helps teachers address barriers to learning when planning their lessons. This discussion is particularly important when setting targets for an individual child. Parents are also involved in reviewing the process.

### **4. What support will there be for my child's overall wellbeing?**

All children in the school are supported to develop social and emotional maturity through a variety of policies. These include 'Anti-bullying', 'Attendance', 'Equal Opportunities' and a clear 'Behaviour' policy.

The whole school follows a programme of learning focused on 'Zones of Regulation.' This is a programme of lessons focused on social-emotional learning, created to teach children self-regulation and emotional control. It is designed to help children identify their emotional 'zone' and to develop strategies to move into the most productive / positive 'zone'.

Complimentary initiatives are also followed which support our children's social and emotional development and encourage them to participate in the development of a healthy working environment. These initiatives include the use of 'buddies', pupil council, whole-school student voice and pupil questionnaires. Our Personal, Social and Health Education programme includes opportunities to discuss strategies to support healthy lifestyles including good mental health. Annual focused activity days and weeks (such as 'Anti-bullying week') allow children to address topics in greater depth and as a community.

Weekly celebration assemblies give the opportunity to share successes and reinforce our ethos. Focus Christian values provide a moral framework that is positioned alongside the British Values. All members of staff work to support children to understand their rights and responsibilities within the community.

For children with medical conditions, the school adheres to the statutory guidance, 'Supporting pupils at school with medical conditions.' All medication is kept in a secure place and first aid and allergy training is kept up to date. Individual health care plans are written for children with a medical condition and shared with all members of staff including midday supervisors.

When necessary, the school accesses support and advice from external agencies including the School nurse, Education Psychologists, Behavioural Support, Occupational Health and CAMHS.

### **5. What specialist services and expertise are available at or accessed by the school?**

The school has a team of experienced staff who have worked with children with a wide variety of SEND. A number of members of staff work in advisory / moderator roles providing support to other schools or validation of assessment. When additional expert advice is required the school draws on the services provided by the Local Authority, the Health Service and independent experts funded by the school. These include: Educations Psychologists, Speech and Language therapists, Communication and Autism advisors and School Nurse.

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

Through professional development staff regularly attend individual training days to increase their understanding of commonly occurring SEND and to support children with specific needs or difficulties. Some examples of staff training include training in speech and language support, autism, numeracy, reading and writing interventions, phonics, EBSA and support for children with hearing impairment. In addition, staff are all trained in the basics of first aid with specific paediatric first aiders. Safeguarding training is provided for all staff and there are two designated staff for safeguarding concerns.

## **7. How will I know how my child is doing?**

All children are monitored by their class teacher through formative and summative assessment and their progress is checked against age related expectations. Statutory assessment takes place in year 1 with the Phonics Check, in year 4 with the Times Tables Check and Year 6 with the SATs. The Headteacher and SENCo monitor progress of all the children on a termly basis and progress is reported to governors, to Hertfordshire council and evaluated by Ofsted during their visits.

Parents / carers are invited to attend Parent's Evening in the Autumn and Spring Terms for a short chat with the class teacher to discuss their child's progress. A written report is provided in the Summer term.

When a child is on the SEND register we will meet with parents / carers at least three times a year to discuss progress. Two of these meetings will be part of the normal parent's evening schedule. At each meeting, a termly Plan, Do, Review document will be reviewed to check progress against termly targets and to ensure provisions remain focused and appropriate.

In addition, we may arrange further meetings to discuss specifics as they arise. Furthermore, the school maintains an 'open door' policy and parents are welcome to make appointments to see their class teacher, the SENDCo or Head at any reasonable time. Parents are also able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss.

## **8. How will you help me to support my child's learning?**

Parent Consultation evenings take place twice a year and include a review of pupil progress, strengths and areas for development. We discuss next steps with parents which allow parents to support this at home. Parents of children on the SEND list will also discuss their child's individual targets at that time.

Curriculum summaries and timetables are posted on the school website at the start of each term summarising the broad areas to be covered in class. Age appropriate homework is set that always includes reading. Information evenings are held or online materials are provided, to support parents with specific areas of learning such as early reading, transition to secondary school and online safety. The school offers annual parent information evenings or 'Meet the Teacher' evenings at the start of the new school year to provide information on the expectations for that year.

In addition, as above, the school has an 'open door' policy and parents are welcome to make appointments to see their class teacher, the SENDCo or Headteacher at any reasonable time to discuss their child's progress and how they can further support them.

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

As a school, we involve parents in decision making through our parent Governors. We also ask for parent's comments about focused aspects of the school curriculum. For example, this may take the form of a parent survey or an open invitation to comment on large whiteboards at parent's evening. Parents are also invited to give feedback on key documents or to say what format they would like to receive information. This helps the school to ensure that it is providing information that parents find useful, clear and accessible.

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

We strive to enable all children to participate in activities outside the classroom. Risk assessments are completed for all trips and individual needs are considered. We commonly involve parents in decisions about the best way to support their child on a school trip or outdoor activity.

**11. How accessible is the school environment?**

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The buildings are wheelchair accessible and there are disabled toilet facilities. Advice is sought from the appropriate medical / health professional to ensure all children's physical and health needs are catered for within the school environment. Specialised equipment is provided where appropriate. For further information please refer to the school's Accessibility Plan which can be found on the school website.

**12. Who can I contact for further information?**

Please contact our SENDCo, Rebecca Tonge through the school office.  
Email: [admin@offley.herts.sch.uk](mailto:admin@offley.herts.sch.uk) or tel: 01462 768392

**13. 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?**

The level and nature of support offered to children is dependent on each child's needs, age and development.

All children who are entering the Reception class are given the opportunity to visit the classroom and meet the teachers during dedicated sessions. They also have an opportunity to stay with a parent or carer to experience a school lunch. For all the children this is a good opportunity for staff to meet the child and begin to understand how they can best be supported in the school environment.

When a child with SEND moves to another class, information will be passed to the new class teacher during planned transition and pupil progress meetings. Teachers use 'Provision Map' a common database, to log significant conversations, adaptations, provisions and relevant documentation. This allows class teachers to clearly see and access background information on all the children in their class. A transition morning will be held where your child will spend time with their new teacher. Separately timetabled sessions will be built in if required.

Typically, when children with SEND join the school through 'in year' submission, we contact the previous setting (pre-school or another primary school) in order to establish what provision has been in place for the child. Generally, any records from the previous setting will be passed on to us. If it is possible to arrange for time in the class prior to starting we will be happy to accommodate this.

For those children in year 6, transitioning to secondary school, we provide a programme of activities throughout the year designed to prepare children for the social, emotional and academic requirements of secondary school. Pupils participate in range of workshops and visits and take on additional responsibilities as they progress through years 5 and 6 which are designed to support transition.

Secondary schools obtain information about the children that are transitioning to them through a variety of teacher forms, parent open days and in-person visits to the children at their primary school. Pupil records and supporting documentation are passed to the new school either electronically or in physical form. In addition, the SENDCo meets with the secondary SENCOs to discuss the best ways to support transition for individual pupils.

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

The school has an amount identified within its overall budget called the notional SEND budget. This is used for resources to support the progress of children with SEN. This is used to employ Support Staff to meet the needs of

children with SEND, buy specialist equipment, books or schemes or provide specialised training for staff. When a child requires provision that exceeds the nationally prescribed threshold, top-up funding can be applied for through the local authority known as High Needs Funding. A child with an Education Health Care Plan (EHCP) will have an additional budget based on their need. This budget is commonly used by the school to provide additional equipment or staffing to support that child's needs.

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

Following analysis of the child's needs, barriers to learning and stage of development, the class teacher and SENDCo, with the support of the child and parent / carer where possible, will decide what difficulties need to be addressed and how best to address those difficulties in a manageable and appropriate way. Support is reviewed regularly and amendments made to the programme of support as necessary.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability can be found at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

**17. How can I make a complaint?**

Please refer to the school 'Concerns and Complaints' policy which is published on the school website.