



HARTSBOURNE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

This document should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy

This report was written by **Greg Harper and Ella Picton-Block** (Head of School and SENCo); the schools SEND Governor is **Natasha Chalk**. This report is to be reviewed: **September 2026**.

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

At Hartsbourne, children's progress and attainment is assessed as part of Quality First Teaching; through observation, questioning, response and feedback, a full picture of a child is built up by their class teacher. The identification of special educational needs and disabilities (SEND) is part of this process. Teachers fill out a SEN concern form for any child that they feel may need further support and concerns regarding those children who are not making expected progress are discussed by class teachers at termly pupil progress meetings. These discussions form the basis of class provision maps, which detail the additional provision being made for those who are not making expected progress and/or not working at age related expectations.

Not all children receiving additional support have SEND. The SEND Code of Practice (2014) defines SEND as: "A child or young person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: a) Has significant greater difficulty in learning than the majority of others of the same age b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind that are provided for others of the same age in mainstream school settings." In addition to pre-planned opportunities, teachers may discuss their concerns with the SENCo at any time during the year.

If your child's class teacher has concerns regarding progress, they will arrange to meet with you as soon as possible and discuss the steps being put in place to support your child in school. A period of 'monitoring' after initial concerns for up to a term is usual, dependent upon need, and observations, progress and any changes will then be discussed further at a follow up meeting. All face-to-face meetings will be minuted with clear actions agreed.

2. How will staff support my child?

Class teachers have ultimate responsibility to ensure that the needs of all children are supported appropriately, alongside the SENCo and outside agencies. How we support children will depend upon individual needs, however when a child is not making expected progress and/or working below age-related expectations, an intervention programme may be put in place for a set period (usually between six and twelve weeks).

This programme may be a published intervention programme, such as Number Stacks, or it may be an intervention programme designed by the class teacher. Interventions may be delivered by the class teacher, class teaching assistant, or a teaching assistant who has been trained to deliver a specific programme. Sessions will be focused on a short, achievable targets. Sometimes this will take place within the classroom and sometimes outside, either in a small group, or 1:1. Your child's class teacher will work closely with any adults delivering the intervention and they retain full responsibility for progress and attainment.

3. How will I know how my child is doing?

At Hartsbourne, regular opportunities for parents and teachers to meet are held throughout the year:

- 'Welcome To' meetings – beginning of September.
- Personal Provision Map review meetings once a term.
- Annual reports for all pupils in July.

- Parents evening meetings in Autumn and Spring.

In addition:

- Parents can request a meeting with class teachers to discuss their child's progress.
- Parents can request a meeting with the SENCO to talk through previously identified concerns, professionals' reports or reports from class teachers.
- All reports from outside professionals are shared with parents.

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

Class teachers carry out daily informal assessments, and more formal termly assessments, building a very detailed picture of children's knowledge and understanding. Together with their daily interactions with your child, the views and experiences of parents, and the views of the child themselves, this ensures that specific barriers to learning are identified and effective provision is put in place to help children move forward. Class teachers have the responsibility to:

- Set suitable learning challenges and targets
- Respond to pupils' diverse range of needs
- Support children to overcome potential barriers to learning
- Assess individuals and groups of pupils
- Use data to monitor the progress of pupils with SEND
- Use effective target setting for pupils with SEND within the context of a Personal Provision Map (PPM)
- Involve parents and communicate wherever possible regarding the need for any additional provision they are putting in place.
- Report back to parents through termly PPM review meetings.

This information, together with any outside agency advice, supports teachers to make the best possible provision to meet the needs of all children in their class.

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

Children have daily opportunities to speak to class teachers and support staff if they have concerns or need advice; staff carefully communicate regarding any issues raised and aim to address these wherever possible, in the context of the classroom. Children will be encouraged to nominate trusted adults that they can speak to should they feel the need.

The school has a clear behaviour policy that is published on the school's website. In addition, the school works alongside a number of other outside agencies in order to provide a holistic approach to pupil wellbeing such as the school nurse, NHS speech and language therapists, NHS Mental Health Support Team and child and adolescent mental health (CAMHS). The school also has a trained ELSA, a Therapy Dog and a Mental Health lead to support wellbeing. The school adheres to the statutory guidance 'Supporting at School with Medical Difficulties' and all medication is kept in a secure place and only administered by designated staff. Individual care plans are written for children with medical conditions and these are shared with all members of staff.

6. What specialist services and expertise are available at or accessed by the school?

Hartsbourne employs several teaching assistants to support all children. Many adults in school hold additional qualifications designed to help them meet the needs of children with a range of SEND.

The school can make referrals to a range of outside agencies including NHS speech and language therapy, child and adolescent mental health (CAMHS), and the specialist advisory services for communication and autism (CAT), visual impairments (VI), hearing impairments (HI), and physical, neurological impairments (PNI). In some cases the Educational Psychology Service will support the school in assessing the needs of Children who are going through the Educational Health Care Plan (EHCP) assessment.

For behaviour support, the school can use the triage services of DSPL9 to engage Tier 3, 4 and 5 behaviour support, from either Chessbrook Education Support Centre or the Acorn Centre. For those identified with particular learning difficulties, the support of Colnbrook Special School Outreach Service can also be engaged.

7. What training have the staff supporting children with SEND had or are having?

- All staff have received safeguarding training.
- Many members of support staff hold a basic first aid qualification, and three members of staff hold the full, EYFS-compliant paediatric first aid certificate.
- All staff are Hertfordshire Therapeutic Thinking trained, with the focus being on de-escalating difficult and dangerous behaviours promptly.
- The majority of staff have received autism training (AET Tier 1)
- Some staff have training in delivering provisions for children with Specific Learning Difficulties (SPLD)
- One member of staff currently holds the statutory qualification for SENCOs (NASENCO), which are current SENCO will also complete in this academic year. SENCOs across the BSJT also work closely together to support one another.

Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up-to-date working knowledge of SEND issues and current legislation. All training is recorded on an annual CPD log.

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

Parents have the opportunity to attend parent consultation meetings with class teachers in the autumn and spring terms. Parents are involved in termly SEND PPM review meetings where specific strategies and advice are discussed and shared with parents. Parents can request meetings with the class teacher throughout the school year, and with the SENCO where necessary. Following input from external agencies (health professionals such as paediatricians, school nurse and GPs) parents can discuss the educational support available and create a Strategy Plan, alongside the teacher and SENCO, ensuring modifications and adaptations are put in place to help children.

Children are set homework weekly in accordance to Hartsbourne's homework policy.

A 'Welcome To' meeting is held at the beginning of each school year and teachers provide parents with a range of curriculum information. All reports are shared with parents from outside professionals and the option to discuss this with the SENCO is always available.

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

There are formal occasions such as parent consultation evenings and SEN PPM review meetings where parents are involved in discussions about their child's education. In addition to this, parents are able to contact school to arrange a meeting with the class teacher at any point in the year. Parents of children with SEN are regularly involved in discussions through reviews. Parents are represented on the school governing body and there is a designated Governor for SEND.

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

For all trips, a careful risk assessment is undertaken to ensure that each and every child is kept safe from harm. All children with SEND are included on all school trips and where appropriate, additional members of staff attend. Parents are consulted to ensure full participation and active engagement of all children. Where trips are run by outside agencies, they are made fully aware of each child's needs so that they can deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

Due to the nature of the school site, there are many different levels to the school environment, both inside and outside of the building. This involves steps up to a number of the classrooms from the outside, and steps down to some classrooms inside the building. The school's nursery building is fully accessible. The school field is also accessed by a steep slope. The main entrance of the school is

accessible via a wheelchair ramp and the school has several temporary ramps that can be put in place inside or outside to provide step-free access.

There is also a ramp so that there is easy access to our library, known as 'The Duck'. The school has a disabled toilet and shower close to the main entrance. Specialised equipment is provided in close liaison with external professionals, such as occupational therapy, to ensure that all children's health, medical and physical needs are catered for within the school environment.

12. Who can I contact for further information?

Your child's class teacher will always be your first point of call. They will pass on any concerns to the SENCo. Appointments with the SENCo can be made via the school office by telephone or email. If your child has not yet started at Hartsbourne, please speak initially to the school office, and the SENCo will arrange to call you or meet with you as required.

13. How will the school prepare and support my child to join the school or transfer to a new school?

Children in each class are prepared adequately when moving between classes at the end of each school year. When it is felt children need additional support with transition, an individual plan to meet that child's needs will be put in place, for example with additional visits to the classroom or next teacher. If your child is in Year 6, all children take part in a secondary school 'experience week' at Bushey Meads School (our partner school in the BSJT), whether they will be going on to BMS or not.

The SENCo will always communicate with the new school's SENCo and have a conversation about how best to support your child as they move schools; opportunities to visit the new school more frequently may be suggested, staff from your child's new school may come to Hartsbourne to visit, or your child may have the opportunity to participate in further SEND transition opportunities run by the school.

If your child moves in-year, the SENCo will communicate with the new school and discuss your child with them; if the child is moving to specialist provision, transition arrangements will usually be led by the special school with the support of Hartsbourne staff.

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

The school is allocated an amount within its overall budget called the notional SEN budget. This is used for resources to support the progress of all children with SEND in the school. At Hartsbourne, a large proportion of this budget is used to employ teaching assistants who have the responsibility for carrying out interventions with groups or individual children; the remainder is used to buy specialist assessment materials, equipment, or provide specialised training for staff.

Where a child requires provision, which exceeds the nationally prescribed threshold, an Educational Health Care Plan (EHCP) assessment may be sought. Children who are awarded an EHCP will most likely have complex and/or comorbid needs, combined with much lower attainment than expected for a child of their age. If the local authority agrees that an EHCP is required, the child's needs will be 'banded' against set criteria and a level of funding will be allocated to the school.

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

The type of support, and the amount offered, will depend on the needs of each individual child. An informal analysis of a child's needs, barriers to learning, stage of development, and assessment data will all be considered. In addition, the teacher's views as to how well a child can access the curriculum will be taken into consideration.

Interventions typically last between 6 and 12 weeks, however some will be longer when a specific issue needs to be addressed, and particularly when outside agencies are involved. The emphasis is

always on early identification and effective early support to minimise the impact to a child's learning and development.

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?

Hertfordshire County Council's Local Offer can be accessed online at:

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

In addition to this, our school falls within the DSPL9 area, which publishes a wealth of support including how to access a solution focused triage service and support for parents/carers regarding SEN. This can be accessed online at: www.dsplarea9.org.uk.