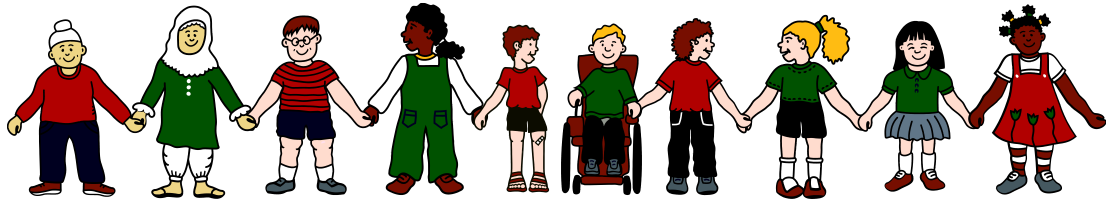


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



**Special Educational Needs and Disabilities
Information Report**

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Introduction

Representative parents/carers and schools in Hertfordshire have developed a template that schools can use to set out their 'offer'. This is based on key questions that parents/carers have said they would find helpful to be addressed and these have been cross-referenced with the requirements in the SEND Code of Practice 2015. In our report below you will find answers to the questions parents/carers have asked. The report provides a clear and detailed picture of our school's arrangements and capacity for supporting pupils with SEND (Special Educational Needs and Disabilities) and their families in our school.

1. How does the school know if children need extra help?

The SEND Code of Practice (2015) states that: "A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her."

Our school has a clear, child centred, approach for identifying and responding to SEND. We use the early identification process, the benefits of which are widely recognised. All our class teachers utilise both formal and informal assessments, in addition to observations, to identify pupils who aren't making the expected level of progress, either in their schoolwork, or in any area of their development. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve upon the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

When the class teacher notices that a pupil is falling behind, they will first try to identify any gaps in the pupil's learning. Once gaps have been identified, the class teacher will give the pupil extra classroom support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gaps in their learning have been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and, where appropriate, speak to your child to get their input as well. They may also ask for the opinion of external experts such as a speech and language therapist or a specialist advisory teacher.

Based on all of this information, the SENCO and class teacher will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEN register, and the class teacher and SENCO will work with you to create an Assess, Plan, Do, Review Record (APDR) for your child which sets clear targets and details the support your child will receive in school.

2. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's class teacher.

They will pass the message on to our SENCO, Mrs Ballard, who will support the class teacher to identify any additional support the pupil may require.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record.

If we decide that your child needs SEND support, your child will be added to the school's SEND register and their class teacher, and sometimes our SENCO, will collaborate with you to set up an APDR for your child.

3. How will the school support my child?

The support your child requires will be detailed in the Assess, Plan, Do, Review Record (APDR). The teacher, support staff, and sometimes the SENCO, will agree in consultation with you and your child the adjustment, interventions and support to be put in place. Such support can be wide-ranging depending on a pupil's needs and might include, for example, offering extra visual aids, extra adult support in a group or individually or extra resources. At this stage we will also agree with you the expected impact on progress, development or behaviour, along with a clear review date. All teachers and support staff who work with your child will be aware of your child's needs, the outcomes sought, the support provided and any teaching strategies that are recorded.

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

Each term your child's class teacher will share your child's targets with you and you will also be invited to attend a parent consultation to discuss their progress. At the end of each school year you will also be provided with a report outlining your child's progress. If your child has an APDR, we will arrange to meet you approximately 3 times in a year, depending on your child's needs, so as to enable maximum parental involvement regarding the approaches and teaching strategies that are being used. Parents of pupils with SEND and pupils themselves are involved in the setting of desired outcomes, monitoring impact of provisions and review of their progress.

5. How will the school's approach to teaching and learning be matched to my child's needs?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, allowing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as writing slopes, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups

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

Pupils may experience a wide range of social and emotional difficulties in school, which manifest in many ways. Pupils may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. Our school has clear processes in place to support its pupils to manage their mental well-being. We do this using various methods as outlined in our 'Health and Safety' and 'Behaviour' policies. Therapeutic behaviour management is a key feature of our behaviour policy and is effectively implemented by all staff. Regular circle-times take place in class to deal with difficult issues that may arise in the playground or during lessons.

Assemblies on social and emotional learning take place every week, through a scheme called Jigsaw, and are aimed at helping children develop social and emotional awareness. Successes are celebrated explicitly and implicitly in class and in the whole school at all times. One of the aims of the school is to ensure that everybody feels safe at all times. We focus greatly on helping our pupils to grow into emotionally secure people and look after the holistic development of all our children.

Our staff are trained in protective behaviours. Where necessary the protective behaviour work is carried out by our family support worker work with children and their families to help them overcome difficulties. We use the 'Therapeutic Thinking' (previously known as Hertfordshire Steps) approach throughout school to look at behaviour difficulties and support children to develop more positive behaviours.

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

The teachers and all staff in the school take part in training regularly throughout the year to help them gain expertise in various aspects of special needs. Training in specific programmes of intervention has included the following:

- Helping children with emotional and behavioural needs - protective behaviours, Hertfordshire Therapeutic Thinking, Larwood in-reach support and Positive Regard
- Helping children with speech and language difficulties – Elklan, WellComm, SCERTS, Makaton, Visual Coding, Targeted Language Groups and Intensive Interaction
- A variety of interventions for English and Mathematics, e.g. the Early Literacy strategy, Talk for Writing programme, Phonological awareness and Phonics, DANS maths intervention, Early Literacy support and working memory

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

The school uses the expertise of all its staff to support pupils with various forms of SEND. When unable to meet a particular pupil's needs, the school requests the assistance of a robust network of external professionals with various forms of expertise, including:

- Health service professionals such as the school nurse, health visitors, community paediatricians, the speech and language therapy service, the physiotherapy service and the occupational therapy service.
- Education support services such as the external school family worker, specialist teachers for behaviour / autism / specific learning difficulties, early years advisory teachers, the Woolgrove outreach team, the Greenside outreach team, the Tier 2 behaviour support team and the Larwood/Tier 3 outreach team.

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

If your child is identified as having SEND, their class teacher/s will meet with you at least three times a year to share your child's targets, as well as supportive strategies and interventions with you, so that you can carry on using these at home. Our Family Support Worker and SENCO (the INCo team) are also available to give advice on the telephone or by making an appointment and discussing a referral to outside agencies where appropriate.

The INCo team also hold informal half termly drop-in sessions available for anyone to attend if you have concerns about your child, or would like to meet other parents who may have concerns.

10. How does the school enable constructive partnership working with families?

As above. We will be meeting with you at least three times a year and will share with you your child's strengths and difficulties and also take feedback from you about your concerns. We will then work together to set some goals or targets and review these every few months. We encourage parents to be involved at every stage. We also have a parent representative as part of our Governing Body who works together with the school to look at SEND issues and provision.

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

It is our aim to provide equal opportunities to all pupils and to make reasonable adjustments at all times so that all our pupils with SEND are able to take part in all aspects of the curriculum, including school trips, as far as possible and in line with health and safety considerations. All trips are risk-assessed in great detail and checked by our Educational Visits Coordinator and Head Teacher in accordance with Hertfordshire County Council's regulations. Your child's class teacher will share any proposed adjustments and accessibility arrangements with you prior to the event.

12. How accessible is the school environment?

As a school we use our best endeavours to ensure that pupils with SEND can engage in all the activities in school alongside pupils who do not have SEND. We make a wide range of reasonable adjustments to prevent our pupils with SEND from being put at a substantial disadvantage. For parents and pupils who do not speak English, we use a range of resources to support understanding, including staff members who speak additional languages and translating tools including a document translating tool on the school website. We include every pupil in all of our activities where it is safe and appropriate for us to do so and make sure that all our pupils can access all our facilities. We have level access to our facilities and an accessible toilet. Please refer to our Equalities Scheme and Accessibility Plan on our website.

13. Who can I contact for further information?

When a parent has a concern about their child their first point of contact should be their child's class teacher/s, who will be able to guide and advise them. For further information parents can also make an appointment to meet the school INCo Team; Mrs Charlotte Ballard, Miss Vicky Stanton or the Headteacher, Mrs Rouane Mendel. Contact details can be found on the school website.

14. How will the school prepare and support my child to join the school, or transfer to a new school or to the next stage of education?

As part of SEND support, we plan and prepare for a smooth transition before any of our pupils move into another key stage or school, or when a pupil joins our school from a different setting. To support the transition process, information is shared between the two key stages or settings in detail. When pupils enter or leave our school from a different school/setting we organise a detailed transition meeting and also have regular and frequent meetings with parents to share information to support a smooth transition. We also have a very extensive transition package when our Year 2 pupils leave our school and move to our local

feeder school, Giles Junior School. Pupils with SEND who need some extra transition work are provided with this as well as use of 'passports', extra visits to the school, SENCO handover, etc.

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

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENCO, headteacher and governing body establishes a clear picture of the resources that are available to the school. They consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. This enables schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEND. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support, which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. There is a limited county budget for this additional provision and a stringent application process.

It is important to note that in Hertfordshire there is additional funding attached to an Education and Health and Care Plan (EHCP).

16. How are decisions made about the range of support my child will receive?

As a school we ensure that our pupils and their parents/carers are involved in all discussions and decisions about their individual support and about the school provision. We also take steps to ensure that our pupils and their parents/carers are actively supported in contributing to needs assessments, developing and reviewing provision and Education, Health and Care plans. We consider our parents'/carers' views to be very important and we encourage you to share your knowledge about your child and act upon your contributions. At times, parents/carers, teachers and other professionals may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents/carers and teachers to be maintained to work through points of difference and establish what action is to be taken.

17. Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

You will find the local authority's Local Offer on their website that can be accessed via this link: [The Hertfordshire Local Offer](#)

In the Local Offer, the local authority publishes information about provision that is available across education, health and social care for children and young people in the area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.