

## **SEND Information Report- a guide to provision September 2025**

This document is designed to answer some of the common questions raised by parents regarding children with additional needs. It aims to explain in more detail what Icknield Walk First School is able to offer. For information about specific interventions [see our provision list.](#)

**Your first point of contact will be your child's class teacher.**

***Our Special Educational Needs Coordinator (SENCo) is Mrs Claire Jacklin  
Our Emotional Well-Being Mentor is Mrs Claire Harward.***

### **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?**

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age-appropriate expectations will be identified through regular class monitoring, teacher discussions and pupil progress meetings during the year. Children causing concern will be highlighted to all adults working with them and the Special Educational Needs Coordinator (SENCo). Additional assessment will be carried out by school staff in order to identify specific areas of difficulty. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at parent consultations or earlier if necessary. If progress continues to be less than expected, it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCo and includes views of the parents and child concerned. The child may then be recorded as 'SEND support'. Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEND issues should initially speak to their child's class teacher.

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

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. Interventions can range from a short daily session to longer less frequent sessions, depending on the need of each child. It is the teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying,

assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCo provides advice, monitoring, and links with outside agencies. There is a school governor for SEND who oversees the school's work in this area and ensures the quality of provision is regularly monitored.

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

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. Where a child requires additional support in order to make progress, parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCo and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Where possible children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.

### **5. What support will there be for my child's overall well being?**

All staff are trained in Safeguarding. We work hard to ensure that all children are treated with respect and feel valued. We use circle times to allow children to discuss their feelings and behaviour. We follow a well planned PSHE curriculum, which again helps children to explore feelings and their responses to those feelings. We have a full time Emotional Well-Being Mentor, who supports children and families with emotional issues. She also oversees the work of staff members who are trained to provide interventions such as Protective Behaviours, My Time and Drawing and

Taking. These 1:1 interventions, give children a safe way to discuss and explore their feelings. We have an Emotional Learning Support Assistant who works with small groups of children to support with issues related to self-esteem and friendship. We have an NHS Mental Health in Schools Worker who comes to our school once a week to work with children and parents. We can also access Hertfordshire Children's Well Being Practitioners, play, drama and music therapists.

We work closely with the Royston Area School's Partnership family support worker, who has access to a range of local agencies and services and is able to signpost parents effectively.

The school and parents can access the school nurse team to help to meet a child's health needs.

The school has a behaviour and relationships policy, which is based on therapeutic approaches, this is published on the school website. Staff are regularly trained in therapeutic approaches to managing behaviour.

Our staff are highly skilled in implementing personalised effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. We use a restorative justice approach to ensure that playtime issues are resolved fairly and that all the children are listened to and agree with the outcome.

We find ways to develop children's self-esteem such as giving the year 4 children responsibilities around the school. We give out awards in assembly for 'Friend of the Week' and 'Superstar'.

The school adheres to the statutory guidance 'Supporting Pupils at School with Medical Conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with significant medical conditions and shared with all staff who work with the child, including lunchtime staff.

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

All teachers are well trained and supported. There is a comprehensive programme of continuing professional development. All teaching assistants receive additional training to deliver appropriate interventions. The school has access to a range of advisory teachers and therapists. The school nurse is able to refer to different health services such as: CAMHs and Child Development Centre. The school can also refer to outreach services such as North Herts Primary Support Service and the Speech, Language

Communication and Autism Team. Please note that there can be a long wait for NHS services, such as referrals to paediatricians.

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

Staff are trained in basic First Aid and Safeguarding. There are a number of specially trained paediatric first aiders. We have two designated senior staff members (DSLs) for safeguarding concerns. Our school specialisms include behaviour support, Autism, Specific Learning Difficulties e.g. dyslexia, dyscalculia, English and maths interventions, gross and fine motor skills difficulties e.g. dyspraxia, speech and language and signing. 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.

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

Parent's consultations are held for the first two terms, to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term. We will invite parents whose children are in need of significant additional support to meet with us to review progress and identify the ways in which we can work together to support their children's learning.

A meeting for parents is held at the beginning of the school year. Information on our school website shows parents what learning will be covered each term. Parents are invited in to meet their child's new teacher informally in the summer term ready for the next academic year. On occasions informative evenings for parents are held on aspects of their child's education.

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

There are formal occasions such as Parent's Consultations where parents are involved in discussions about their child's education. However, we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message or a piece of information, if a longer discussion is needed a meeting will be planned. Working parents are 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. Parents are represented on the school governing body and there is also a very active PTA in school. The interventions for children with SEND are recorded on a Provision Map. Children with significant SEN needs will have an Assess Plan Do Review document which will indicate the targets for the term, parents

and where appropriate children, will be involved in reviewing this to recognise progress and identify the next steps.

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. If necessary parents will be consulted to ensure appropriate participation and active engagement of all children.

**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 building is fully wheelchair accessible and has disabled toilet facilities. We work with medical and health professionals to ensure all children's health and physical needs are catered for and appropriate resources are sourced ([see our accessibility plan](#)).

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

The school has a SENCo who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. It is however, more appropriate to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available from the school office.

**13. 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 SEND; to employ teaching assistants to work with the children, to buy specialist equipment, books or stationery, to provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority (Local Higher Needs Funding). Resources and support available for children with SEND can be found on the [school website](#).

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class

teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long-term need for additional support.

**15. How might the curriculum be matched to my child's needs?**

We are committed to giving all our children every opportunity to achieve the highest standards regardless of their age, gender, ethnicity, prior attainment or background. We understand a child's right to a broad, balanced, relevant and challenging curriculum which can be tailored to their individual needs and abilities.

We may sometimes provide adult support for a learning activity, but also wish our children to develop their resilience and independence. Children are often given choices of ways to present their learning, allowing them to make decisions about the style which suits them best, to allow for success.

**16. 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?**

We offer tours and meetings throughout the year to allow prospective nursery and reception parents find out more about our school.

We invite parents to a 'new to nursery' or 'new to reception' meeting.

Children are invited to visits to school during the second half of the summer term. We send home recordings of the class teacher with a welcome message over the summer holiday

We send home an electronic version of a transition book, which contains photos of the classroom, we will send home a paper one for children with additional needs if required.

We liaise with our feeder settings and the settings we feed into, so that staff have a good understanding of the child's SEN needs. When a year 4 child has an EHCP, we invite the receiving school to the Annual Review meeting.

**17. 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?**

The authority's local offer of services and provision for children and young people with SEND can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

### **18. My child is disabled, how do I apply for a place at school?**

The admission to school for children in reception to year 4 is managed by Hertfordshire County Council. Their admission criteria are used, this means that if your child has an Educational Health Care Plan which names our school they will have preference for a place before other children. The school manages admissions to nursery, if your child has an EHCP that names our school they will be given preference for a place in our nursery. Please take a look at our school accessibility plan which is on the SEN area of our school website.