

SEND Information Report



FULL GOVERNING BODY	Published December 2025
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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. The school may feel a child needs extra help if a child is performing below age expected levels, observation of the pupil by the class teacher, liaison with our feeder infant school, external agencies or concerns raised by a parent or carer. Children falling behind age-appropriate expectations will usually be identified through pupil progress meetings during the year. Additional support will be put in place after discussion with each identified child to check on any areas of difficulty they may have. 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 (Special Educational Needs Coordinator) and includes views of the parents and child concerned. Parents who are concerned that their child may have learning difficulties, should in the first case talk to their child's class teacher.

SEN can be broken down into four broad areas of need:

Communication and Interaction

'Children and young people with speech and language communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech language or social communication at different times of their lives' (Code 6.28)

'Children and young people with ASD including Asperger's Syndrome and autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language communication and imagination which can impact on how they relate to others' (Code of practice (COP) 6.29)

Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs,

including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility communication, through two profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning needs as well as a physical disability or sensory impairment'. (COP 6.30)

'Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia'. (COP 6.31)

Social, Emotional and Mental Health Difficulties

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment to this order'. (COP 6.32)

'Schools should have clear processes to support children and young people, including how they manage the effect of any disruptive behaviour so it does not adversely affect the other pupils. The Department of Education publishes guidance on managing pupils' mental health and behaviour difficulties in school.' (COP 6.33)

Sensory and/or Physical Needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI) hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.' (COP 6.34)

'Some children and young people with their physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers'. (COP 6.35)

Other children may have to need of a 'sensory diet' which may mean that they have dedicated time to address their sensory needs through a series of movements/activities which are planned for and timetabled within the school day.

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. Our SENCo oversees all support and progress of any child requiring additional support across the school and provides advice including referrals to outside agencies if necessary.

The class teacher will oversee, plan and work with each child with SEND (special educational needs and disabilities) in their class to ensure that progress is made. There may be a teaching assistant working with your child either individually or as part of a group; in or out of the class; if this is seen as necessary by the class teacher. This support could also be extra group or individual support led by a trained adult as part of an outreach service. The regularity of these sessions will be explained to parents when the support starts and they are invited to discuss their personal plan. Most interventions take place over 1 or 2 terms.

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

We offer an open-door policy where you are welcome any time to make an appointment to meet with the class teacher in the first instance or the class teacher with the SENCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open.

Individual Education Plans (IEP) and Assess Plan Do reviews (APDR) are reviewed once a term. Parents will be able to meet with the class teacher each term. Parents will be updated half termly with 'Well done' certificates and updates given for your child's next steps.

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

We use the Assess Plan Do review model for all children with SEN. This means that we carry out a detailed assessment (**Assess**) 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. The appropriate provision is then planned (**Plan**). This is then implemented, usually over a 6-week period (**Do**). After the 6 weeks, we review (**Review**) where the child is compared to their starting point. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted and are key to decisions about what support is needed and will have most impact.

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. However, some children still require additional support. This may include inclusive in-class practices and/or provision as an intervention.

If your child is on the SEND register, they will have an Individual Education Plan (or IEP) which will have targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time set. These are closely monitored by the class teacher and the SENCo and are regularly modified. Parents are kept informed of progress made and these are reviewed termly. If your child presents with a range of barriers e.g. emotional regulation, they will have an Assess Plan, Do Review (ADPR). If a child identified as SEND is not making enough progress from their starting point specialist advisers may be consulted. If difficulties persist then an Education Health and Care plan may be considered. (See SEND policy for details).

If your child has an Educational Health and Care plan, the targets from the EHC plan will be transferred onto the IEP or APDR and will be addressed throughout the year. You will be invited to review the plan annually with your child's class teacher and SENCo plus any relevant professionals.

5. What support will there be for my child's overall well-being and development of emotional and social skills?

All staff have a duty to support the pastoral care of pupils. An experienced team of teaching assistants support the class teacher in this role. Additional support may be provided for children with specific needs social, emotional and mental health needs through several pastoral provisions which ensure the voice of the child is heard. Your child may experience several of these depending on need. There is lunchtime support for children who need it. All staff are vigilant to look for incidents of bullying. All children in year 5

complete a resilience programme to develop these skills. The school has a consistent behaviour policy, following Hertfordshire's Behaviour approach 'Therapeutic Thinking'.

6. What if my child has a medical condition?

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 (or HCPs) are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances, this will require referring a child to access a specialist support service, especially if your child has complex needs. School nurses are external and a referral can be made for their support.

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

The school's SENCo is Mrs Birchall who works four days a week and co-ordinates provision for pupils with SEND. She provides advice for teachers to ensure the individual needs of pupils are met. All staff who support children in class, on an individual or small group basis have undergone training to ensure they are competent to deliver programmes of intervention. Specialisms include behaviour support, autism, specific learning difficulties e.g. dyslexia, literacy and maths interventions, reading intervention and/or speech and language. The school has a linked speech therapist and school nurse to whom they can directly refer. The school nurse is then able to refer to different health services such as *the Child Development Centre, CAMHS* (Child and Adolescent Mental Health Services) *and Occupational Therapist*. The school can also access outreach services such as Visual Impairment, ESMA (Education Support Medical Absence) and other specialist services as required. School has links via DSPL2 to a range of services such as NESSIE art therapy and tiered behaviour support to reduce exclusions and improve attendance. All referrals will be made with parental consent. Children who are looked after by the local authority and have SEN will be supported by both the Designated Teacher and SENCo with access to the Virtual School.

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

All staff are trained in safeguarding and there are 5 designated teachers for safeguarding concerns. Almost all support staff are first aid trained. Staff have been trained in speech and language support, Autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies, gross and fine motor skills difficulties. The SENCo has completed the National SENCo Award (2014) and holds an OCR5 qualification as a specialist teacher for children with dyslexia. Other staff have had specialist medical training where required. Training, both school based and external, 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.

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

At the point of transition, parents are invited to meet with the SENCo and children with SEND are invited to make additional visits to the school where appropriate. Parents' evenings are held in the Autumn and Spring term to keep parents fully informed of their child's progress. IEPs and ADPRs may be reviewed and updated separately. An annual report is written for each child in the summer term. Where extra support is being introduced, parents' views are sought. They are invited to come into school to see how this support is delivered and are involved in reviews. Home learning is differentiated or scaffolded and parents are regularly signposted to learning and training events via the weekly newsletter and on our website. Parents are regularly surveyed to gain their view so that we can reflect on our practice.

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

There are formal occasions, such as parents' evening, where parents are involved in discussions about their child's education however, we have an 'open door' policy where parents are invited to make an appointment with class teacher or SENCo at any time during the year. Working parents can 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. Parents of children with SEND are regularly involved in discussions through reviews. There is a link SEND governor who works with the SENCo and headteacher to review good and developing practice.

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

The school aims to include all children in extracurricular activities. We keep a register of engagement with activities to monitor and promote opportunities for all. There are a range of clubs on offer. For all school trips, a risk assessment is undertaken to ensure that each child is kept safe from harm. The school expects all children with SEND are included on all school trips unless it is not safe to do so. The school follows the advice of providers and where appropriate, additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner. Children are regularly surveyed or asked their views.

12. How accessible is the school environment?

The school is fully compliant with the Equality Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and reasonable adjustments are made for all children with SEND where necessary. The buildings are wheelchair accessible and has disabled changing and toilet facilities. The outside area has recently been improved with a ramp from one playground to another. The use of technology to help meet the needs of pupils is a high priority. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals. 'Small Gardens' and the lunchtime Friendship Room provide calm spaces.

The SENCo and Headteacher ensure the arrangements for the admission of disabled children and young people are part of a wider commitment to ensure steps taken to prevent disabled children and young people from being treated less favourably than others. There are facilities provided to assist access for disabled children and young people and regularly reviewed accessibility plans, showing how we plan to improve access progressively over time.

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?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on, please contact the class teacher. The SENCo works with SENCos of feeder schools both from Year 2 to 3 and Year 6 to 7 as well as in year admissions. The school also works HCC via local provision (DSPL2) to provide a higher level of transition support for a small number of children **who also have SEN**. The Senior Leadership Team visit other settings to gain knowledge of alternative provisions and children are supported if necessary after they have moved on.

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 SEND. This is used to employ some teaching assistants to meet the needs of children with SEND, buy specialist equipment, books or stationery or 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. If a child has an EHC plan, funding may be allocated by County according to need. Resources and support available for children with SEND can be found on the school website. See general in school provision for children with barriers [Almond Hill Junior School - Special Educational Needs and Disabilities](#)

15. 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 and based on available resources. 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.

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 disabilities?

The authority's local offer of services and provision for children and young people with special educational needs and disabilities can be accessed at [The Hertfordshire SEND Local Offer](#)

17. How is the Curriculum adapted or made accessible for pupils with SEND?

High quality teaching for all pupils is the key to inclusive best practice for pupils with SEND. Tasks will be scaffolded or differentiated so that all children can access the learning in the lesson. In class, resources such as word mats where key vocabulary is accompanied by a picture, editing cards where the pupil has access to a range of common, tricky words to support their spelling, 123 boards to help the pupil by breaking down the task, use of technology to assist a pupil (this could be by reading a piece of text aloud or converting their speech to text) and the use of visual timetables assist children in learning as part of the wider class. Adjustments such as these may be described as 'Ordinarily Available Provision' see [Ordinarily available provision - Hertfordshire Grid for Learning](#).

18. Who can I contact for further information?

The school SENCo is Mrs Birchall. She can be contacted by telephone and leaving a message with the office or by email via jep@almondhill.herts.sch.uk and is available to meet with you if you have any concerns about your child. You may feel it is 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 policy and procedure which is available from the school office and website.

Mrs Wright is the Pastoral Lead and Miss Porter is our mental health lead and they can and can be contacted via the admin@almondhill.herts.sch.uk

The school also has an designated area on the Almond Hill website for all things SEND [Almond Hill Junior School - Special Educational Needs and Disabilities](#). Parenting courses including those for children with additional needs are shared with all parents via the newsletter.

Our SEND policy can also be accessed on our website. [Almond Hill Junior School - School Policies](#)
Our SEND leaflet is available on our website.

19. Who can I contact if I am looking for further advice or support

For SEN support you can contact The SEN information and Advice Support Service - SENDIASS [Home](#) (hertssendiass.org.uk)

[Or DSPL2 \(Distributing Special Provision Locally \(Stevenage\) - Delivering Special Provision Locally - Home](#) (stevenagedspl.org.uk)

Hertfordshire guidance for children with possible dyslexia [Guidance on identifying dyslexia and supporting children and young people who have persistent difficulties in acquiring literacy skills](#) (hertfordshire.gov.uk)

We have a parent forum, PTA (Friends of Almond Hill) and a governing body who are always looking for more parents to be involved in the school more widely. Please contact the school office for further information.

<http://www.add-vance.org/>

<http://www.angelssupportgroup.org.uk/>

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/living-with/>

<https://www.youngminds.org.uk/media/cbzajzbe/parents-guide-to-adhd.pdf>

[SPACE for Neurodiversity](#)

[Families in Focus | Courses for Parents, Hertfordshire](#)

[Right to choose ADHD & autism assessments | Clinical Partners](#)