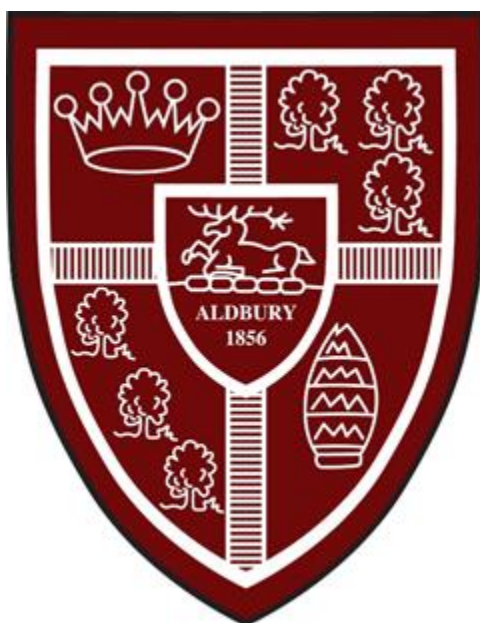


Aldbury C of E Primary and Nursery School



SEND INFORMATION REPORT

Schools' Contribution to the Local Offer

'To live life in all its fullness' (John 10:10)

Approved by: FGB	Date: March 2025
Last reviewed on: March 2025	
Next review due: March 2026	



Introduction

Our vision at Aldbury school is to unleash the full potential in every child, fully embedding the knowledge and skills required for them to grow, develop, succeed and be happy. We believe all children are valued individuals with unique interests and strengths. They have equal rights of access to a broad and balanced curriculum, including the SATs and Phonics Screening Checks, and are included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015).

“Respect, Responsibility and Friendship” are our values and they underpin the inclusive, high-quality and well differentiated education at Aldbury. Some children may need additional support during their time with us, while a few children will require more precise individualised support. We believe in providing effective learning opportunities and outcomes for all.

This document aims to provide details of our Quality SEND Offer and provides an outline of what services and support are available to parents and carers to help their child succeed. It has been reviewed in conjunction with parents and governors. It contains links to policies and documents (found on our website) which give further details as to our approach to supporting children with SEND.

What are Special Educational Needs and Disability (SEND)?

Special Educational Needs and Disability is the term that is used to describe pupils who have needs over and above those that can be met by high-quality personalised teaching .

The Code of Practice 2015 defines SEND as follows:

“A child or young person may have SEND 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 a significantly 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 generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

At different times in their school life, a pupil may have a special educational need or disability (SEND) which could impact their physical, social or intellectual abilities. The support a pupil may need could be for a short period, or throughout their education.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	Children may have a delay or disorder in one or more of the following areas:



	Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. Understanding / Receptive Language: May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding. Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected
Cognition and Learning	May have difficulties with the skills needed for effective learning such as use of: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Decision making • Information processing Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.
Social, Mental and Emotional Health	Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may: • Have difficulty in managing their relationships with other people • Be withdrawn • Behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also



	includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.
Sensory and /or Physical	These pupils may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste

How does the school know whether my child needs extra help?

All staff at Aldbury are proactive in identifying additional needs of pupils early on. All those involved with the pupil, including parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the SENDCo, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

If a child is identified as having difficulties in one or more areas of their learning, the class teacher will alert the SENDCo to their concerns and then seek to monitor the child's progress. During this period of monitoring; high quality teaching, differentiation, adaptations within the classroom and observations will help to support the child and better establish a clear picture of their needs. A meeting will be arranged with the child's parents/carers where information will be gathered, in order to seek their views and discuss any aspects of need at home. We will also meet with the child to discuss their views on how they feel they are doing and what support they would like.

When pupils have an identified special educational need or disability before they join our school, we work closely with the people who already know them including parents, previous settings and specialists. We use the information they provide to plan how best to support the pupil before they join Aldbury School.

Early identification of SEND is supported by liaison with pre-school placements, previous schools, Nursery and Reception Baseline assessments and by regular assessments of pupil progress. Concerns about progress and the needs of pupils can be raised by the parent, class teacher, SENDCo or head teacher.

What should I do if I think my child needs additional support?

Please discuss at the earliest opportunity with your child's class teacher if you are worried about your child. Ways in which you and the school can support your child will be discussed. If difficulties persist, the SENDCo will become involved and specific assessments may be carried out. The SENDCo will discuss the next steps with you and your child.



Please contact class teachers or the SENDCo directly by calling or emailing the school office.

01442 851240

admin@aldbury.herts.sch.uk

SENCo@aldbury.herts.sch.uk.

How will the school support my child?

Class teachers are responsible for the progress and development of all of the pupils in their class, including those with SEND. They assess pupils' needs, and plan appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo).

High quality teaching underpins our strategy for supporting our pupils, both with and without SEND. The majority of pupils with SEND are educated in the classroom with additional interventions and support (from teachers and teaching assistants and specialist support assistants) on a personalised and individual level, matched appropriately to their needs. We adapt teaching, teaching materials and resources, including the use of technology to support children's individual learning needs. Children with a more significant need may receive support from outside professionals, however this is always in consultation with you, the parents/carers.

A three tiered approach is followed for those needing additional support:

Tier 1 – Universal: Most children will make progress through minor adjustments to the teaching. In this tier, the pupil may receive individual support in the classroom, small focus group work and/or intervention groups. They may be given work that is differentiated or provided with scaffolds in order to complete a task.

Tier 2 – Targeted: This tier involves making reasonable adjustments within the classroom, with suggestions from the SENDCo. For these pupils, we write a support plan to monitor the impact of interventions. These are developed and reviewed termly by teachers, with input as mentioned above. These will focus on the pupils' prime areas of need.

Tier 3- Specialist: For pupils who may require more intensive support or an individualised curriculum. This curriculum may be delivered by Specialist Support Assistants (under guidance from the SENDCo), in small groups or one-to-one with a child.

Underlying all of these Tiers, children may receive trauma-informed interventions including Draw and Talk (Art therapy involving time to talk and process traumas) and/or Social Emotional & Mental Health (SEMH) support and/or External Professional intervention.

For further information about the arrangements and provision we have in place for pupils with SEND, please also read our SEND Policy, which can be found on our website.



How will I know how my child is doing?

Aldbury CE Primary and Nursery school has high aspirations for all of our pupils, and monitors progress carefully. Your child's progress will be monitored by his/her class teacher and this will be reviewed formally at pupil progress meetings.

If a child has a support plan, targets will be reviewed with the parents and children termly and next steps planned together.

A wide range of assessments are undertaken and data is collated to ensure pupils are making progress. This is reviewed termly, or at earlier points as appropriate, to ensure that any gaps are addressed quickly.

We use 'Class Dojo' where parents can message their child's class teacher at a time that is convenient and they will respond within a restricted time period at a time that is convenient for them. If you would like a longer or private meeting, or one involving the SENDCo, please make an appointment via the school office.

How will you help me support my child with their learning?

- A curriculum meeting is held at the beginning of the academic year to inform parents of expectations and routines throughout the year.
- A curriculum flier, that informs families of what the learning for that term will incorporate, can be found on the school website.
- A range of support materials e.g. topic wordbanks, can be found on the school's 'Class pages'
- All children receive home learning, which varies in content, length and frequency by age group, yet focuses on similar skills.
- Class teachers may signpost you to various online learning platforms which will help support your child in reaching specific targets. These include: My Maths and TT Rockstars.
- If a specific intervention is in place, then teachers may also send home a pack of resources such as phonic sound flashcards or extra books to read. Teachers will go through these with you to ensure that you feel confident in using them. Spending time supporting your child in learning would help your child to reach their targets.

The school will send emails about workshops or information offered by outside agencies, particularly from the Local Specialist Provision team (DSPL8).



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

Teachers set high expectations for every pupil irrespective of their prior attainment; they set suitable learning challenges and enable children to overcome potential barriers to their learning. Teachers follow the guidelines for an inclusive classroom to ensure their classrooms are welcoming, support all learners and enable pupils to independently access resources.

At Aldbury, we take a Graduated Approach to managing SEND.

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCo and outside agencies contribute to this review. This stage then informs the next cycle.

This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.



How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions
- Learning Walks
- Pupil Voice
- Monitoring by the SENDCo
- Using the assess, plan, do, review model to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

Our Christian values and ethos are evident in every aspect of our school. These values are specifically highlighted through daily assembly and the R.E curriculum which encourages the



child's individual development and their understanding of relationships with others and the school community. Pupil wellbeing is also at the forefront of all PSHE lessons, where we use the 'JIGSAW' scheme to adapt the mindfulness approach.

We use the 'Zones of Regulation' in all classrooms as a means for children to develop their capacity to self-regulate. This also allows for individuals to highlight if they are struggling and an adult will follow up with them.

Our Mental Health Lead is Mrs K Reid and Deputy Mental Health Lead is Miss J Moore.

The full range of social and emotional interventions that are offered are:

- Drawing and Talking sessions
- Weekly meetings with a trusted adult (class teacher or teaching assistant at school) which may involve supporting children with emotional regulation.
- If additional support is required, we provide a range of interventions, including individual or small group work. With the permission of the parents or carers, the SENDCo will be able to access extra support from external agencies.
- Lunch time and play time support, including organised lunchtime activities run by the SENDCo once a week.
- Early meet and greet system

We have a well-developed Behaviour Policy which follows Hertfordshire STEPS Therapeutic Approach to behaviour. We see behaviour as a means of communicating unmet needs and seek always to understand behaviours and access appropriate support and educate pupils where needed.

In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents. As part of the curriculum, the school plans activities during Anti Bullying week.

Parents of pupils who have a medical need will work alongside the class teacher, SENDCo and the Senior Leadership Team to ensure their child's needs are met and are in accordance with the school's Supporting Children with Medical Needs Policy. Health Care Plans are developed with parents and medical professionals as required.

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

Teaching staff and teaching assistants are experienced in supporting children with SEND and have undertaken training in a wide spectrum of needs. Aldbury Primary and Nursery School provides continuous professional development to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes:

- First Aid Training, including paediatric first aiders



- Speech and Language.
- All staff have completed the level 1 Autism training. Most teachers have completed the level 2 training.
- Dyslexia
- Phonics and Spellings
- English and Maths interventions
- Behaviour Strategies, including Hertfordshire Steps – a behaviour management programme.
- Attachment and Trauma
- Zones of Regulation
- Mental Health First Aid
- Prevent and safeguarding

We have staff trained in Art therapy, Fischer Family Trust reading intervention, Reading Fluency Programme, Precision Teaching and support in Speech and Language.

Training is refreshed regularly to ensure that staff have an up to date, working knowledge of SEND issues and current legislation. Additional training may be delivered in school by the SENDCo or by external training sources such as education psychologists or other key professionals. Furthermore, school has access to a range of services for advice where necessary. This includes the school nurse, Occupational Therapy, Speech therapy, social care, CAMHS, STEP 2 and DESC.

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

The school uses a range of SEN support services including teachers for Hearing and Visual Impairment, ASD Advisory teachers, Behaviour Support advisors and Speech and Language Therapists. Requests for this level of support are accessed through a referral process and allocated in line with need thresholds

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

Aldbury School operates a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life including after-school activities whenever possible. As part of our Equality policy, the school ensures that no pupil is excluded from educational visits or out of school activities because of their SEND or disability.

Teachers will consider the abilities of all children involved when planning school trips. Concerns from parents and children will be taken into account and, wherever possible, mitigated. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.



When forming a school council and seeking children's views through pupil voice on whole school issues, we include all children across the school. This ensures that children with SEND feel a sense of belonging and they are able to have a voice in expressing what they feel would improve their education

How accessible is the school environment?

Equalities Act (2010). This is detailed in our Equality Objectives document.

The main building is accessible to children with physical disabilities via the double doors by class 2. We currently have one disabled toilet which has support bars. There is a clear path to the school reception door; the bell is accessible to all. Our classrooms have audio-visual equipment, which is visible and clearly heard by all children in each classroom.

The Early Years building is accessible via a ramp on both entrances and it has its own toilet facilities.

We follow an inclusive classroom checklist which ensures that we cater for children with various specific needs. Further information is detailed in our Accessibility Policy, Supporting Children with Medical Conditions Policy, Equalities objectives and SEND Policy, all of which can be found on our website

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

We recognise that transition is an important time for all children but especially so for a pupil with SEND and work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

If your child is moving to another school we will:

- Contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All provision maps and support plans will be shared with the new teacher, along with other relevant paperwork.
- In Early Years, there is a phased transition. Workshops and information evenings are planned for prospective parents.
- Planning for transitions within the school will take place in the Summer Term. Some pupils will make a booklet about their new class, as this may help with the transition.



In Year 6:

- Transition support begins after SATS have been completed. Transition information will be shared with the SENDCo at their secondary school. This information will outline needs and support that has proven effective.
- Where possible, children will visit their new school. Some pupils will be invited for extra visits to their next school. Extra, tailor made transition programmes will be arranged where necessary.

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

The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0 – 25. This is the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in

the local area.

To find out about the local authority's local offer of services and provision for children and young people with SEND, visit:

[The Hertfordshire SEND Local Offer](#)

The Hertfordshire SENDIASS (Information, Advice and Support Services) provide free, impartial and confidential advice to support children, young people and parents/carers with SEND. Contact details and further information can be found

www.hertssendiass.org.uk