SEND Information Report
2026 – 2027

What does Special Education Needs mean and how are these needs provided for at Shenley?
A child is recognised as having Special Educational Needs or Disability (SEND) if they have needs which require special educational provision above and beyond or different to what is already available for all children. Shenley strives to ensure that all needs of these children are effectively met in order for them to participate in all aspects of school life. It is our aim that provision is tailored to the children's needs; in order to achieve this, we follow a person centred approach, putting the views of the child and family at the centre of all that we do.
How will Shenley know if my child has SEND?
Pupils at Shenley Primary School are assessed and monitored through a combination of formal and informal methods; learning is differentiated and personalised appropriately for children who require additional support. Each term, pupil progress meetings are held where each pupil's progress is monitored and discussed by the teacher, Headteacher, Deputy Head and Special Educational Needs and Disabilities Coordinator (SENDCo). Children with more personalised strategies in place follow the, assess, plan, do, review cycle to ensure careful targeting of the areas a child needs to develop through high quality teaching. Parents/Carers will be informed of any concerns at the initial stage and kept informed of any strategies or targeted teaching that will be implemented to support a child in making the required progress. If progress or attainment levels continue to be lower than expected, a thorough assessment of the child's needs may take place. If you already have information regarding an aspect of SEND for your child, this can be shared with us. We accept any information from professionals from outside agencies, previous settings (such as preschools) as well as listening to concerns that you or your child may have. Concerns can also be raised by the class teachers
What should I do if I think my child has SEND?
The first person to discuss any concerns is with your child's class teacher. Following on from this the SENDCo may also be involved in further meetings or support. The class teacher and SENDCo/inclusion team will work together to monitor the child and inform you of their observations undertaken and any provision that has been put in place. You can request to meet with the class teacher or SENDCo at any time.
How will the curriculum be matched to my child's needs?
Wherever possible, children receiving SEND support will participate in all lessons along with peers and support will be provided. The teacher plans for the needs of all pupils in the class and will differentiate accordingly. This may be a differentiated task, different outcomes or additional support. In addition, scaffolding may be in place such as visual resources, manipulatives, visual timetables, specialist equipment etc. Adaptations to lesson resources are made where appropriate and specialist equipment e.g. writing slopes, pencil grips, enlarged fonts, coloured overlays etc. can be used alongside standard equipment within the classroom At times, children are encouraged to make their own choices regarding the level of challenge in a lesson. Sometimes a child may work 1:1 or in a small group outside of the classroom with adult support.

How will the school staff support my child?

Support for all children begins in the classroom with Quality First Teaching. Class teachers have the highest expectations for all pupils in their class. Learning is built on what the child already knows, can do and can understand. Activities are differentiated and include a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you and outline the provision as part of the, assess – plan – do - review cycle.

If we continue to be concerned about a child's rate of progress, we will discuss the best way of addressing this. A Passport to Learning and SEND plan may be created in collaboration with the teacher, parents /carers and child. This identifies additional support to be put in place, how often and with whom. The desired outcomes identified are on a rolling timescale. When a child achieves a target then a new one will be set.

The class teacher takes responsibility for any support that the child may be participating in. They may work with your child in a small group or may plan activities for a TA (teaching assistant) or LSA (learning support assistant) to deliver. Class teachers review the impact of support, ensure that the learning is transferred to independent work, and ensure that links are being made.
For pupils whose progress remains a concern the class teacher and SENDCo may suggest approaching an external professional. Parents/carers are fully involved in this process. Advice and strategies may be given or an intensive intervention programme may be suggested. These take place outside the classroom on a regular basis and the progress will be closely monitored.

How will I know how my child is doing?

We have a clear cycle of reporting progress to parents/carers which includes consultation evenings, which take place during the autumn and spring term, and an annual report which is written in the spring term.

We hold stay-and-learn mornings where you are welcome to come into the classroom and look at your child's work. Additionally, you are always welcome to arrange a convenient time to talk about your child's work and progress with the class teacher.

Where a child has a Passport to Learning we hold separate termly meetings to review progress, update the Passports and discuss the next steps. Parents/carers and children are equally involved in this process.

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

Consultation evenings allow for targets to be shared so that you are aware of the next step in your child's learning.

For children with a SEND support plan, or an EHCP (Educational Health Care Plan) there will be an additional termly meeting to discuss how things are going, current targets and rates of progress. Here, strategies are identified which can be worked on at home. Reports from external professionals will also be shared.

Teachers can meet with parents/carers at other times if you would like to discuss how you can help further.

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

At Shenley Primary School, parents and carers are involved at all stages of their child's education. Parent consultations provide opportunities for discussions around your child's progress.

For children receiving SEND support there will be an initial meeting. At this meeting the class teacher, child and parents/carers will all have a chance to talk about the need for support and successful strategies. There will be regular reviews of this need and the associated provision. You will be involved in planning the support offered to your child.

For children who have an EHCP (Education Health Care Plan) in place there will be an additional formal review meeting held annually.

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

There is a budget for purchasing resources to support SEND provision. The school also allocates funding to provide learning support staff throughout the school. Funding from the school budget is available based on individual need at the head's discretion. The amount and type of support offered to a child is determined by a detailed analysis of their needs, barriers to learning, and stage of development. This support is reviewed regularly.

We can apply for LHNF (Local Higher Needs Funding) for individual children. This is time limited and subject to review. The decision as to whether to award this funding is made by a Hertfordshire County Council panel.

Training is accessed for all staff to support needs within the school.

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

The decision to allocate support is made collaboratively by the class teacher, SENDCo and Head Teacher.

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

At Shenley we are continuously developing our support of SEMH (social, emotional and mental health).

Examples of what we are able to provide are:

- Brick Club/Therapy
- Social Stories
- Take 5 card
- Volcano in my Tummy
- Fine motor interventions
- Extra-curricular activities
- SEMH and PSHCE & RSE curriculum
- Play leaders
- Individual Behaviour Support Plans
- School parliament/Eco-council/Sports leaders and House captains
- Protective behaviours (1:1 or small group)
- Individualised Emotional Literacy Support
- Small group work, turn taking activities
- EBSA Support Plan
- Drawing and Talking Therapy

We also work with the following outside agencies to offer support:

- Mental Health Support Team
- The HIVE: DSPL6 Primary Behaviour Base Provision
- School Nursing Services
- Herts Mind Network
- Nessie Therapy – through DSPL6
- The Butterfly Room – through DSPL6
- Watford Empower Coaching

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

We have highly qualified teaching staff and SENDCo

The following agencies can be engaged where necessary:

- Specialist Advice and Support Service (Communication and Autism)
- Speech and Language NHS Team
- School Nurse
- Occupational Health and Physiotherapy
- Specific Learning Difficulties
- Hearing/Visual impairment Team
- Summerswood Base for emotional and behavioural difficulties - HIVE
- Watling View school for moderate learning difficulties (outreach)
- Early Years Advisory Team
- Intensive Families First
- Schools' and Families' Social Services
- Mental Health Support Team
- Nessie Therapy – through DSPL6
- The Butterfly Room – through DSPL6
- AskSali – Advice Line
- Neurodiversity Support Hub – Advice Line

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

The following training has been accessed by staff at Shenley:

- Elkan training (speech and language)
- Visual Resource training
- Intensive Interaction Training
- Bringing calm to the chaos – strategies for de-escalation
- Epi-pen training
- Autism HAT Training - Level 2
- Trauma Informed Training
- Protective Behaviours - beginner to facilitator
- Dyslexia Training
- Spelling and writing intervention programmes (e.g. Nessy, Fresh Start)
- Steps/Therapeutic Thinking
- Zones of Regulation
- Pathological Demand Avoidance (PDA)
- Brick Therapy
- Targeted Language Groups
- EPlay
- Ordinarily Available Provision and Adaptive Teaching
- Read Write Inc – Phonics
- Comic Strip Conversations
- Sensory Circuits
- Structured Teaching Approach
- SCERTS
- Selective Mutism
- Makaton

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

Visits are carefully planned with all children in mind and reasonable adjustments will be made where necessary. Pre visits can be arranged if deemed appropriate. Final decisions are made by the Head teacher with due regard to the health and safety of all concerned.

Risk assessments take into account any SEND needs and individual risk assessments are completed as appropriate.

How accessible is the school environment?

All Hertfordshire schools comply with Equality Act 2010.

Shenley Primary School is a single story school and is designed well for wheelchair access. Disabled toilets are available. Specialised equipment is provided where appropriate for children and advice is sought from the appropriate medical/health professionals to ensure that all children's health and physical needs are catered for within the school environment. An annual audit of the school environment takes place to inform the process of updating our Accessibility plan.

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?

Where a child transfers to Shenley we offer a tour of the school. The child may then stay for a short visit, meet the SENDCo, Parent Family Advisor and/or talk directly to the class teacher. We provide the parents/carers with an admissions pack which holds all of the information they will need. We will contact the child's previous school to ensure that all information is transferred. Where appropriate, we offer additional measures to support transition to school, such as soft starts, photo transition books, extra visits or meetings with staff.

The school Parent and Family Advisor will welcome the child on their first day and ensure that they have the resources and information needed to settle into school.

When children transition to secondary school, we organise transition meetings with school staff/SENDCo to ensure smooth transition for our pupils. We have strong links with our local secondary schools and ensure they have all the information they need to support our pupil.

Throughout Year 6 we run a range of programmes to support transition:

- Visits from local secondary schools particularly Hertswood Academy
- Hive (local behaviour base) provide transition support closer to the end of the academic year with targeted lessons and transition booklets for all children. They create tailored booklets for SEND children.

Nessie Targeted support available through DSPL6 for children who need additional support

Who can I contact for more information?

The SENDCo is **Miss Claire Gallagher**. Should you have any further questions or concerns, please do not hesitate to call the school to speak to her. Alternatively, please email Miss Gallagher at senco@shenley.herts.sch.uk or the school office at admin@shenley.herts.sch.uk
A local offer of services and provision for children with SEND within Hertfordshire can be accessed at www.hertsdirect.org/localoffer

Complaints Procedures
What happens at the first stage? Most concerns, complaints or potential complaints can be resolved by talking to your child's class teacher or to the member of school staff concerned (this can be the school's SENDCo if in relation to SEN pupils). If the concern is not resolved by speaking to that member of Staff, you should then request a meeting with the Headteacher who will investigate your complaint and aim to inform you of the outcome within 10 school days. You can find more information about complaints procedures in our 'complaints policy' also available on the school website.

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