

Letchmore Infants' and Nursery School

Special Educational Needs Information Report 2024 - 2025



The School's Information Report is designed to provide information to all stakeholders about how Letchmore Infants' and Nursery School supports children with Special Educational Needs and Disabilities (SEND). Our aim is to show what support is offered in school, and the options available to support families who need additional help to care for their child.

Nationally and locally, there is an agenda that supports inclusive practices. At Letchmore Infants' and Nursery School, we believe that all children, regardless of need, should have access to a curriculum that is broad, balanced, relevant and differentiated, which allows them to make progress. The school aims to provide meaningful opportunities and experiences for all children by responding to their diverse learning and medical needs, setting achievable learning challenges and preparing them for the next stage in their education. We aim to provide a nurturing learning environment in which children are encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. Through the teaching of a broad, balanced and engaging curriculum every child will be encouraged and supported to become a successful learner, a confident and responsible individual and to make a positive contribution to our school community and society.

For the majority of children, this will be through quality first teaching in the classroom. However, for some children there are times when additional support will be necessary. This includes children with; Sensory and/or Physical needs, Communication and Interaction difficulties, Cognitive and Learning needs and Social, Emotional and Mental Health Difficulties (as identified in the SEND Code of Practice 2014).

We hope this document provides you with all the information you need regarding the support we are able to offer your child. It is reviewed annually and to be effective it needs the views of all parents, children, Governors and staff.

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 children is monitored frequently and consistently. Children not working at age-appropriate expectations, or those who are presenting with a change in their behaviour or concentration, will be identified through regular monitoring in class, teacher discussions and Termly Pupil Progress meetings
- Any concerns will be highlighted to the Special Educational Needs Co-ordinators (SENCOs)
- Additional assessments may then be carried out in order to identify specific areas of difficulty or any barriers to learning
- High quality teaching, targeted at specific difficulties or barriers to learning will be put in place and the child's progress monitored over time
- Parents will be informed of this, by the class teacher, at Parent Consultations, or earlier if appropriate. If progress continues to be less than expected, it may be necessary to put further additional support in place. This will be supported by the SENCOs and will include the views of the parents and, where appropriate, the child
- The child may then be identified as receiving 'SEND support' and included on our SEND register
- Parents who are concerned that their child may have SEND should initially speak to the class teacher. Where appropriate, a joint meeting with a SENCO will be arranged to discuss support and strategies that may need to be put into place

2) How will the school support my child?

- Each class has a teacher and teaching assistant. An Inclusion Teaching Assistant (TA), trained to deliver a variety of interventions and support children's learning through targeted teaching, is also allocated to each year group. In addition, we have 2 SENCOs, a Pastoral Lead and a Pastoral Support Assistant who are trained to a high level to support children's social, emotional and behavioral needs
- We ensure staff are aware of the individual learning, physical and medical needs of all children in order that they can plan, and deliver, a curriculum tailored to support their progress, growth and wellbeing
- If a child is making less than expected progress, the first response is high quality teaching adapted to target their specific areas of difficulty, or barriers to learning

- If progress continues to be less than expected it may be necessary for the teacher and SENCo to organise additional or targeted support. This could be extra group or individual support led by an Inclusion TA or our Pastoral team, coordinated by the SENCOs. Interventions can range from a short daily session (1:1 or in small groups) to longer, less frequent sessions throughout the week, depending on the individual needs of children
- We aim, wherever possible, to provide this additional support in class but occasionally some interventions may take place outside of the classroom. In these instances, the class teacher still retains responsibility for the children. They work closely with support staff to plan and assess the impact of the interventions and monitor whether skills taught are transferred back to learning in the classroom
- It is a teacher's responsibility to provide for children with SEND in their class and to follow the school's procedures for identifying, assessing and planning provision to meet those needs
- Through an Assess, Plan, Do, Review cycle, teachers can track progress, and assess the impact of any interventions and targeted teaching
- Class teachers will discuss the progress of all children with the Co-headteachers and SENCOs at termly Pupil Progress meetings
- The SENCOs provide advice, monitoring, and links with outside agencies and are able to refer children to such agencies in order to seek additional support and advice
- The SENCOs provide termly Inclusion updates to the Governing Board in order that they may monitor the quality of provision

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

- Teachers have high expectations of every child in their class and quality first teaching, adapted to suit individual needs, usually ensures that children are making at least expected progress
- However, some children may still require additional support in spite of this. Where this is necessary, parents are informed and targeted support is put into place
- This support is monitored and reviewed regularly by the class teachers and SENCOs and adapted as required
- Most targeted support takes place over 1 or 2 terms and progress is reported to parents at Parent Consultations or more regularly if appropriate
- Parents may be asked to meet with the class teacher and a SENCo to discuss ongoing support and next steps

- Every child will receive a written report at the end of the academic year
- The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED

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

- A detailed assessment takes place which draws on a teacher's knowledge and experience of the child. Teachers will also consider the child's previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and, where appropriate, the child's own views. This ensures that any barriers to learning are identified early and effective provision is implemented
- Lessons, teaching and resources are adapted to suit individual needs to ensure all children have access to a broad, balanced, fun and engaging curriculum
- Where appropriate, children are consulted throughout the process, and are key to decisions about what is needed to support them

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

- All staff receive statutory Safeguarding training and regular updates.
- We work hard to ensure that all children are treated with respect and feel valued
- We have a designated Mental Health Lead and deputy
- We use circle times and targeted interventions to allow children the opportunity to discuss their feelings and emotions
- We follow a comprehensive PSHRE curriculum, which helps children to understand and develop healthy relationships, build resilience, explore feelings and their responses to those feelings
- We have a dedicated team of Inclusion Teaching Assistants trained to deliver a variety of interventions and support children's learning through targeted teaching
- We have 2 SENCOs, a Pastoral Lead and a Pastoral Support Assistant who are trained to a high level to support children's social, emotional and behavioral needs and provide them with a safe way to discuss and explore their feelings and develop their emotional literacy
- Our Pastoral Support Assistant is a fully qualified Emotional Literacy Support Assistant (ELSA) and is able to offer a variety of interventions to support children's emotional development

- We have two dedicated nurture spaces; The Nest and Treetops:
 - The Nest, is a dedicated Inclusion Hub for identified children with SEND where alongside a bespoke curriculum, provision is adapted to meet their individual needs
 - Treetops is a Nurture Space where children experience Nurture breakfast and lunch, Pastoral interventions, and provides a space for them to calm and regulate. A dedicated Nurture Class runs two days per week and is led by our Nurture teacher and two assistants. Nurture classrooms are designed to address the social and emotional needs that can impact on identified children's learning and well-being. Children accessing Nurture Classroom provision, will be assessed using The Boxall Profile which will identify their individual and specific needs
- There is a designated School Nursing Team who work together with parents and staff to meet children's health needs. In some instances, this will require referring a child to access specialist support services.
- The school has a comprehensive Positive Behaviour Policy which is published on the website and adhered to by all staff
- Our staff are highly skilled in implementing personalised effective positive behaviour strategies and working closely in liaison with parents and children to ensure consistency
- We ensure that playtime issues are resolved fairly and that all children are listened to and agree with the outcome
- We find ways to develop children's self-esteem and resilience, such as giving them responsibilities around the school
- The school adheres to the statutory guidance 'Supporting Children at School with Medical Conditions'. All medication is kept in a secure place and is only administered by designated staff
- Staff have annual medical training which includes EPIPEN and information about anaphylaxis and asthma
- Individual health care plans are written for children with medical conditions and shared with all staff
- Our Attendance Improvement Officer monitors to ensure all children aim to achieve at least 96% attendance
- Our school offers a wide range of extra-curricular activities to support children' overall wellbeing

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

- Both SENCOs and one of our Co-headteachers have achieved the National Award for SEND
- All staff receive training including Safeguarding, Child Protection, First Aid, medical and how to support children with specific conditions such as autism
- There are a number of specially trained paediatric first aiders throughout the school
- We have a Designated Safeguarding Lead and 4 deputies who deal with any safeguarding concerns
- 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
- Our Inclusion TAs have been trained to deliver speech and language interventions across the school
- The SENCOs and Pastoral Support Team are trained to deliver Protective Behaviours and support with the development of communication, emotional literacy, and social, emotional and mental health difficulties

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

- Teachers are trained and supported to a high standard. Support staff receive additional training to deliver appropriate interventions and targeted teaching
- The school is able to make referrals to services such as: Educational Psychologist, Speech Therapist, Counsellor, School Nursing Team, outreach services, Visual and Hearing Impairment teams, ESMA (Education Support for Medical Absence), Education Support Centre, Physiological and Neurological Impairment Team, Communications and Autism team, Early Years Advisory Team and other specialist services as required

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

- Parent Consultations are held during Autumn and Spring terms to ensure parents are fully informed of their child's progress. An annual report is written for each child in the Summer Term
- Parents are involved in reviews, where targeted teaching and interventions have been put into place, and their views are sought to further support their child's learning
- Each year group will supply welcome information for parents, at the beginning of the school year, giving details of the curriculum, time tables and general overview for the year
- Curriculum Journeys and long term plans on our school website inform parents which topics will be covered
- Links with our local Children's Centre provides support and information for parents

9) How does the school enable constructive partnership working with families?

- There are formal occasions such as Parents' Consultations where parents are involved in discussions about their child's education, however we have an 'open door' policy and parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information. Alternatively, a meeting is planned where longer discussions may be needed
- 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 board and we also have a very active Parent Teacher Association
- Parents of children with SEND are regularly involved in discussions with the class teacher and/or a SENCO through reviews
- Our SENCOs and Pastoral Support Team can offer support to families and signpost to external agencies for further ongoing support where required
- We publish a weekly newsletter
- We run half termly Inclusion/Pastoral Coffee mornings/afternoons
These sessions are a great opportunity to:
 - explore a range of resources used in school and to support at home

- to meet other parents and carers and to share knowledge and experiences
- to gain further information linking to a particular area of need
- to speak with some of our staff term and ask further questions
- to have a coffee and a biscuit!

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

- For all school trips a risk assessment is undertaken to ensure that every child is kept safe from harm
- Children with SEND are included on all school trips. Appropriate adjustments are made and, where necessary, additional staff are deployed
- Parents are consulted to ensure full participation and active engagement of all children. If through consultation it is felt appropriate, parents may be asked to accompany their child

11) How accessible is the school environment?

- The school is fully compliant with the Equality Act and, where required, reasonable adjustments are made for all children with SEND
- The building is wheelchair accessible and has disabled changing and toilet facilities
- Specialised equipment is provided where appropriate for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are met within the school environment
- Parents will always be invited to discuss the individual access arrangements for their child and will contribute to forming risk assessments where appropriate
- Please see our Accessibility Plan (<https://www.letchmore.herts.sch.uk/policies/>) for more information regarding:
 - Increasing the extent to which children with disabilities can participate in our curriculum
 - How we have improved our schools physical environment to increase the extent to which children with disabilities can take advantage of the education, benefits, facilities and services we provide

- How we improve the delivery to children with disabilities of information which is readily accessible to children without disabilities

12) Who can I contact for further information?

- The school's SENCOs can be contacted by telephone or email (senco@letchmore.herts.sch.uk) and are available to meet with parents who may have concerns about their child. It is however often more appropriate to speak to your child's class teacher with any initial queries
- If you wish to make a complaint the school has a complaints procedure which is available from the office or on the school's website (<https://www.letchmore.herts.sch.uk/policies/>)

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

- The school has a strong working relationship with our link junior school, Almond Hill, and regular contact takes place throughout the year, particularly at transition time
- There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school
- We have links with our local playgroups and detailed discussions take place to ensure a smooth start. We also offer 'Meet the Family' meetings and open days to provide opportunities for children to become familiar with our staff and setting
- Our local Family Centre also provides support for families during transition times for specific children if needed
- The level of support offered at transition is dependent on each child's needs, age and development
- If you feel your child is worried about induction or moving on please contact the class teacher
- If a child moves school, our SENCOs will liaise with the SENCO at the new school and pass on details of any additional support, health care plans, etc.

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, which includes the employment of Learning Support Assistants, buying specialist equipment, books or stationary or providing specialised training for staff
- If the school identifies a high level of need in one particular year group, staff will be redeployed to ensure that all children are able to access their learning and make progress
- Where a child requires provision which exceeds the nationally prescribed threshold, the school can, where appropriate, apply for an Educational Health and Care Plan assessment which may provide additional funding to support the child

15) How are decisions made about the range of support my child will receive?

- The amount and type of support offered to a child is determined by a detailed analysis of 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 as required. 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
- Further information can be found in the school's Special Educational Needs and Disability Policy
<https://www.letchmore.herts.sch.uk/policies/>

16) How can I find information about the local authority's Local Offer of services and provision for children and young people with SEND?

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

If you have any further questions, comments or feedback regarding our School Information Report please contact:

Mrs Michaela Benson: Head of Inclusion and SENCO (Early Years)

Miss Paige Hewett: SENCO (Key Stage One)

Mrs Jo Harding and Mrs Eleanor Williams: (Co-Head teachers)

All links contained within this document were correct as of September 2024

(To be updated September 2025)