



# Northaw CE Primary School

## SEND Information Report

Date Approved: 8<sup>th</sup> September 2025

Review Date: September 2026

*Policies are approved and ratified by the Full Governing Body and the approval of policies are recorded within the minutes of the meetings.*



**Loving** for today,  
**Learning** for tomorrow,  
**Forever** in faith.

Our School vision is based on Christian scripture from the bible and underpins our commitment to ensure that every member of the school community is able to thrive and develop. All the policies of Northaw Church of England Primary School reflect the Christian vision, aims and values of the school.



**Northaw C of E Primary School**  
**SEND Information report : Local Offer**  
**2025-2026**



All the policies of Northaw C of E Primary School reflect the Christian vision, aims and values of the school.

We have considered the impact this policy may have on our children with SEND.

This policy has been equality impact assessed to ensure that it does not have an adverse effect on race, gender, age or disability.

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Welcome to our School Offer (Special Educational Needs Information Report) which forms part of the Hertfordshire Local Offer for learners with Special Educational Needs (SEN) <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

We are a fully inclusive school. All children are given equal opportunities (Equalities Act 2010) to engage in the learning activities with their peers in the context of our caring Christian environment. This means that we will ensure that those children, who may need additional support to access the learning, receive it. This support will be carefully targeted to that child's prescribed need and will vary from child to child. It is based on key questions asked by parents/carers of children with SEN in Hertfordshire and complies with the SEND Code of Practice 2014. Our school vision, 'Loving for Today, Learning for Tomorrow, Forever in Faith' underpins our values and intentions.

The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- a. **has a significantly greater difficulty in learning than the majority of others the same age,**  
or
- b. **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where a child's progress is significantly slower than that of their peers or fails to match their previous rate of progress despite high quality teaching targeted at specific areas of difficulty, it **may** be that the child has SEND. Information will be gathered, including the seeking of the views of the parents/carers and the child, as well as from teachers and assessments.

There can be many reasons for learners “falling behind.” These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

### **How does the school know if the children need extra help?**

Individual children's needs are identified and assessed by the school in different ways. We know when children need help if:

- Concerns are raised by parents/carers, teachers, or the child.
- Limited progress is being made in accordance with age related expectations.
- There is a change in the child's behaviour or progress.
- Concerns are raised by external agencies (e.g., GP or School Nurse)
- Information is provided from the previous school (e.g., pre-school, nursery)

## **What should I do if I think my child may have SEND?**

If you, as a parent or carer, have concerns regarding your child's progress, attainment, or behaviour, then you should make an appointment to see the class teacher. Where appropriate the concern will then be shared with the school SENCO Elizabeth Burton, who can be contacted via the email [senco@northaw.herts.sch.uk](mailto:senco@northaw.herts.sch.uk) office or emailing the school. Further discussions may then take place between all relevant parties to determine the best way forward for your child. If progress continues to be less than expected, it may be necessary to put in place additional support through the assessment of your child's needs.

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

Quality First Teaching – providing high quality education daily for all children which includes adapting and targeting the curriculum accordingly. The class teacher is responsible for all the children in their class including those with SEND. Learning is carefully planned and adapted to cater for children with differing abilities.

It may be necessary for your child to receive extra support in small groups or occasionally on a one-to-one basis. Class teachers create provision maps to identify extra interventions to support needs. They will share these with parents/carers during parent consultation meetings. The SENCo may suggest the involvement of an outside specialist. Parents/carers will be fully involved at every stage of the process.

Northaw School is an inclusive school, and we are part of a cluster of schools in our area under the umbrella of Delivering Special Provision Locally (DSPL)

### **Purpose of DSPL**

- To provide strategic leadership to schools, settings, statutory agencies, voluntary organisations, parents and carers that are meeting the needs of children and young people aged 0-25 with SEND.
- To work with partners to improve outcomes for attainment and well-being of these children and young people.
- Ensure their needs are met as locally as possible.
- Save money on home to school transport funded by HCC.
- Reduce expenditure on placements out of the county funded from the DSG; and redistribute that resource to create SEND provision.
- Prepare to devolve resources and collective responsibility for meeting SEND locally to school and settings in each locality.

**At Northaw, we offer the following range of provision to support children with SEND. They will be used as and when appropriate, so may not all be running at the same time.**

### **Social Skills Programmes/support including strategies to enhance self-esteem:**

- Time to Talk: A Programme to Develop Oral and Social Interaction Skills for Reception/Key Stage 1
- Additional transition sessions/visits for individual children transferring to the next class/key stage/school.
- Secondary School transition programme sessions for individuals
- Small group sessions utilising social skills activities to promote positive peer relationships.

- Nurture groups.
- Family support worker support.
- The Jigsaw programme
- Mental health and wellbeing support/mindfulness.
- Drawing and talking therapy
- Lego Therapy
- Zones of Regulation

**Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):**

- Use of Clicker IT programmes to support individual children to access writing activities.
- Use of writing with symbols to support the provision of pictorial resources.
- Use of spell checkers.
- Use of Accelerated/Accelerwrite software programme to support with reading.
- I-Pad Apps
- Use of Dragon Dictation, an easy-to-use voice recognition application.
- Collaborative learning/self and peer assessment.

**Strategies/programmes to support speech and language:**

- Delivery of a planned speech and language programme from a specialist SLT therapist.
- Support from staff trained in speech and language (ELKLAN);
- Time to Talk: A Programme to Develop Oral and Social Interaction Skills for Reception/Key Stage 1;
- Lego therapy.
- Increased visual aids.

**Mentoring Activities:**

- Oak Class supporting/mentoring Acorns/Apples and Pears in dining hall at lunchtime and for wellbeing at lunchtime.
- Staff Mentors/Key workers.
- Training in routines of the school day.
- Use of talk partners.

**Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:**

- Delivery of a planned occupational therapy or physiotherapy programme as advised by specialist practitioners.
- Sensory circuits in the classroom if needed
- A nurture room to meet individual needs in a quiet environment
- Sensory boxes/fiddle toys
- Use of sensory breaks as required
- Zones of regulation
- Pencil grips.
- Specialist pencils.
- Further differentiation.

- Development of a positive attitude.
- Advice from outside professionals.

**Strategies to reduce anxiety/promote and support mental and emotional well-being (including communicating with parents/carers):**

- Flexible start to the school day. Children can arrive between 8.35 – 8.45.
- Drawing and talking therapy sessions offered to individual children.
- PHSE programme/circle time/JIGSAW.
- Nurture groups.
- Access to Family Support programmes.
- Meditation.
- Protective behaviours.
- Promoting self-care and personal hygiene.
- Additional support- referral to CAMHs/counselling.
- Use of the nurture as necessary
- Zones of regulation

**Strategies to support/develop literacy inc. reading:**

- Small group support in class through Guided Teaching by the class teacher or assistant teacher.
- Use of Applecroft Literacy Assessment Pack to identify areas for development in a child's profile. Individualised or small group intervention programmes to develop children's reading and writing skills.
- Use of a personalised Literacy Support Programme (LSP) supported by specialist teachers.
- Support for children with spelling difficulties such as regular booster sessions or 1:1 intervention.
- Differentiated curriculum.
- Pre-teaching concepts and vocabulary.
- Self and peer assessment.
- Advice from outside professionals.
- Use of Hertfordshire baseline tests for SPLD monitoring.

**Strategies to support modify behaviour:**

- Drawing and Talking sessions offered to individual children where appropriate
- Use of school's Behaviour for Learning policy (available on school website);
- Use of school's House system;
- Use of class and individualised reward systems to promote positive behaviour.
- Lunch time rewards, certificates, mentoring roles, and responsibilities.
- Staff Mentors/Key workers.
- Circle time.
- Buddies on the playground.
- External professionals (EP, CAMHs etc)

**Strategies to develop maths:**

- Use of number assessment tool (Diagnostic Assessment of Number - DAN) to identify areas of development in a child's profile. Individualised or small group intervention programmes to develop children's number skills.
- Small group intervention to challenge more able learners.
- Additional use of visual and practical resources.

**Provision to facilitate access to the curriculum:**

- Specialist equipment as advised by occupational therapy such as seating, foot stalls, slanted table rests.
- Development of a tailored personalised curriculum to meet individual learning needs but based on national curriculum themes.
- Accessible toilet.
- Tables and chairs.
- Flexible teaching arrangements.
- Nurture room

**Strategies to support independent learning:**

- Use of visual timetables.
- Use of personal toolkits.
- Flexible teaching arrangements.
- Transition programmes as appropriate.
- Pre-teaching.
- Structured school and class routines.
- School representatives/pupil voice.
- Use of laptops to promote writing

**Support and supervision at unstructured times of the day including personal care:**

- Use of intimate care programmes.
- Nurture groups.
- Staff mentors/Key workers.
- Reward charts to celebrate success and set out expectations.

**Planning and assessment:**

- Individual Education Plans (IEP)
- One Page Profiles (1PP)
- Provision Maps.
- Pupil progress meetings/Home and School liaison.
- Informal observations for children who may be vulnerable in their learning.
- Intervention logs.

**Liaison/communication with professionals/parents/carers attendance at meetings and preparation of reports:**

- Liaison with a wide range of professionals including Educational Psychologist, Education Support Centre, Specific Learning Difficulties Advice, Family Support Worker, Speech and Language Therapist, SEN officer, School Nurse, Hearing Impairment Team, Early Years Advisory Service.
  - Regular progress meetings with parents/carers or phone calls to parents/carers
- For children with complex SEND the frequency of such provision may result in the applying for additional funding to support a child known as Higher Needs Funding (HNF).

#### **Access to medical interventions:**

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies, including health care plans
- Provision of aids and resources to support learning
- Access to and support from the school nurse
- Individual support plans for children with short term medical needs

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

We support and involve parents/carers in their child's learning both formally and informally.

This may include:

- Open door policy which provides parents/carers with the opportunity for discussions face to face or on the phone.
- Class events
- Initial autumn parent/carer meetings to fully discuss the needs of the child with the new class teacher.
- Termly review/ IEP target setting meetings - to discuss progress towards specific targets.
- Consultation Evenings
- Telephone conversations
- Annual reports
- Annual review meetings (where applicable)
- Parent surveys
- Support from SENCO

Additional appointments can be made with the class teacher, Head Teacher or the SENCO via the school office.

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

The method of identifying and allocating provision follows a graduated approach:

#### **Quality First Teaching**

Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or assistant teachers in class.

#### **Additional Need**

If a child's needs relate to more specific areas of learning, then the child may be included in an intervention group. This may be led by the class teacher or assistant teacher. The length of time the

intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENCO to establish the effectiveness of the provision and to inform future planning.

### **Higher Needs**

If a child has higher level needs this may result in them being identified as requiring SEN support and in the creation of an Individual Education Plan (IEP) or One Page Profile (1PP). The formulation of an IEP or 1PP will involve the parents/carers, child, and where applicable other relevant professionals. This process will identify targets for the child and how they may be achieved. These targets are reviewed on a regular basis (termly) to move the child on in their learning.

If a child's needs are more complex a formal assessment for an Educational, Health and Care Plan (EHCP) may be undertaken.

A child may move between the levels of support, depending on their individual need.

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

The school promotes positive relationships between parents/carers, children, and all staff at school. All children including those with SEN are encouraged to participate in clubs including, for example, sporting activities and music lessons. The school listens to children's views through regular child interviews and questionnaires as well as through child representatives (School Council). Collective Worship and PSHE lessons address wellbeing issues such as bullying and conflict resolution. We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and being uncommunicative. Three members of staff are trained in Drawing and therapy and pupils can access this to enable them to discuss their worries and concerns in a supportive and non-judgemental environment. The school has links with several agencies such as Family Support Workers and the Children's Centre (PB1) at Oakmere, in Potters Bar, which supports families with young children.

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

Expertise is shared within the school facilitated by the SENCO. Sometimes the SENCO refers children for advice from external professionals after discussions with parents/carers and class teachers. Some examples of specialist services are: Educational Psychology; Speech and Language Therapy. Children must meet specific criteria to be referred to these services. Parents/carers may also access some services through their General Practitioner, for example the Child and Adolescent Mental Health Service (CAMHS).

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

The school provides regular training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEND issues.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class. Staff members have received training related to the following areas of SEN:

- Supporting children on the autistic spectrum
- Supporting children with social, emotional, or mental health needs
- Supporting children with speech, language, and communication difficulties
- Supporting children with mathematical difficulties
- Supporting children with specific learning difficulties
- Supporting children with medical conditions

As part of the local SEND cluster group all members have access to up to date and relevant training related to SEN to support the needs of our children. The SENDCO can and will arrange for specific in-depth training related to individual needs at the time.

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

The school is keen to help parents/carers support their child's learning. This includes information meetings; letters sent home detailing the learning for each year group and regular parents'/carers'. Parents/carers of children who need SEN provision are also invited to IEP meetings to monitor and assess their progress and to then decide next steps. Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need. The SENCO may meet with you to discuss strategies on how to support your child with their specific needs.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study/support may be provided by them that can be used at home.

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

At Northaw C of E Primary School, we believe in a child-centred approach. When children have been identified as having additional needs, their thoughts and feelings on their abilities, struggles and the shape of their provision are gathered, together with those of their parents/carers and combined those of school staff and relevant professionals to inform future planning, this may be through:

- Informal discussion with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate.
- Informal meetings and discussions
- Telephone and email conversations as points of relevance which need discussion arise.

Parents of children with SEND have termly IEP meetings where the strategies teaching staff intend to use to meet the children's needs are agreed with the parents/carers. Pupils are encouraged to contribute their opinions regarding the success and future direction of their learning by answering questions on the

IEP document. Pupils who have communication difficulties will use their preferred mode of communication to share this information.

Teacher's construct IEP targets by agreeing principal areas to work on and being informed by the child's assessment scores, their own experience in teaching as well as that of the SENDCO and the advice of any specialists who have been asked to consult on the child.

Parents/carers who attend IEP meetings can discuss strategy, advocate for their child, share their experience of the impact of the child's SEN at home and contribute to future planning. Teachers will ensure that all parties understand what is required from the IEP targets and ensure that parents understand and agree with how the child's SEN needs are being supported. The IEP document is then signed by all parties to evidence their agreement to the plan.

For a few children and families with multiple needs a family may be referred for multi-agency support to Families First Assessment / Early Help Module/TAF

Families First is a whole system, countywide multi-agency response to supporting family outcomes at a local level. It brings together organisations which provide early help services under one umbrella of consistent practice and clear processes. Parents/carers are central to these meetings.

A small percentage of children with more complex SEND will have an Education, Health and Care Plan (EHCP). This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents'/carers' wishes are taken in to account.

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

At Northaw we strive to make all educational experiences, both on and off site fully inclusive and accessible for every child. Staff enjoy supporting our pupils to access education in the local community. To this end several school trips will be arranged each year to supplement and enhance our pupil's educational experience. Northaw school is aware that attendance on school trips can be both rewarding and challenging for pupils with SEN. The school endeavours to always give parents the maximum possible notice that a school trip is being planned. This is to allow those pupils who need it the time to prepare adequately for a school trip. The school works hard to ensure that before a trip takes place pupils have been well briefed on what will happen while they are there and that the content and structure of school trips will always have been discussed with individual parents/carers when their child is likely to require extra support to access the trip appropriately.

Appropriate provision and reasonable adjustments will be made for individual pupils, with agreement from parents as and when required. This may include:

More in depth discussion of the content and appearance of the trip location

The use of a visual timetable/ schedule to inform the child about details surrounding the visits.

Assessment of the location to ensure that access is possible for all pupils.

The provision of additional trained staff to ensure the safety of all pupils.

Plans to store and access medication for the duration of the trip.

Consideration of provision to meet any sensory issues the child may encounter.

Provision of a quiet space to re-regulate at points during the trip.

Provision of familiar staff to support the child.

Medical support will be put in place where necessary. In some instances, parents/carers may be asked to accompany their child on school trips. However, their inability to do this should not see the child excluded from the activity.

All school trips are appropriately risk assessed and signed off by the Headteacher.

Outside agencies who host activities or provide resources are all made aware of children's individual needs.

Teachers are careful to group children with SEN with familiar adults who are well placed to meet their needs.

### **How accessible is the school environment?**

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Northaw school site is over 100 years old and situated looking out onto a hill. The school endeavours to make itself as accessible to all as it can be within these restrictions. The school meets all obligations regarding the width of corridors, door frames and the provision of handrails, however some structural limitations due to the age of the building mean that it can be difficult to access certain spaces in the school without adjustment. Specific requirements will be discussed as they arise with reference to the School Equality Scheme and Accessibility Plan. Specialist equipment such as hand rails, disability toilets and sloping pathways are provided where appropriate for children with SEN needs and advice is sought from appropriate medical/health professionals at all stages to ensure that needs are being adequately met.

The school does not currently have children with Visual or Hearing impairments as members of the school community. We are, aware of the necessity to adjust the classroom environment to accommodate these learners. This will be done on a case-by-case basis to provide the appropriate level of support and adjustment as the need arises and may include:

The provision of side rails and step markers to make movement around the school more comfortable.

The instillation of audio devices to assist pupils to hear the teacher.

Specific training for staff members in visual /hearing impairment.

Provision of additional lighting for visual impaired students

Consideration of pupil positioning in the classroom.

The use insulation to minimise noise and sound vibrations.

### **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 recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. Our school works closely with all settings at the time of transition to develop a plan that is appropriate to each child. Some of the following strategies will be used.

#### **If your child is joining us from another school:**

- The SENCO will usually undertake a pre-visit, especially if your child is going into reception or has a high level of recorded need.

- If your child would be helped by a book/passport to support them in understand moving on, then one will be made with them to highlight the areas of relevance to them in transition.
- Your child will be invited to tour the school during a quiet period, when the school is empty to provisionally meet the new staff team.
- Your child will be able to visit our school and stay for taster sessions.
- A staggered transition will be provided for your child if it is deemed necessary.
- Staff will meet with the class teacher or SENCO from the previous /new provision to ensure a comprehensive handover.
- Staff will meet/consult with any specialists who regularly offer support to the child such as Speech therapists or Advisory teachers and request their input.
- Staff will meet with parents to discuss your child’s SEN needs and make a bespoke transition plan and to target provision in advance of their arrival to the school.

**If your child is moving to another school within the primary phase or to secondary school in year 6:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If needed a planning meeting will take place with the SENCO from the new school, the class teacher, any advisory teachers, and parents. The SENDCO will meet your child and all parties will then meet to discuss any concerns and to hand over your child in detail.
- Your child will take part in all school pre transition visits to their new primary school/chosen secondary school and the local authority transition day if appropriate. In addition to this if your child is identified as needing extra transition, their needs will be highlighted to the school, and they will be invited to attend the schools enhanced transition programme.
- Pupils with identified high end transition needs will be invited to take part in the small group transition programme, which is managed by the “Hive” behavioural outreach team.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made with them.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning meeting may take place with the new teacher.
- All children will take part in the local authority transition day.
- There will be opportunities for your child to make additional visits to the new class if it is felt to be necessary.

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

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, based on needs in the school.
- The money is used to provide additional support or resources dependent on individual needs.
- Additional provision may be allocated, after discussion with the Head Teacher and the class teacher at "pupil progress" meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstance.
- Higher Needs Funding, where appropriate, may be applied for to support the needs of individual children.

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

The class teacher, parents/carers, SENCO, Head Teacher, any other staff and also relevant external agencies involved in supporting the individual child will hold discussions/consultations to decide what is appropriate. There are regular review meetings with professionals that may include the child where appropriate. The level of support will be constantly reviewed to identify when and where additional support may be needed. There is careful monitoring of support to ensure development of the child as an independent learner.

## **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?**

Information on the Hertfordshire Local Education Authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

## **Who can I contact for further information?**

### **Key Contacts**

In the first instance, always contact your child's class teacher. The SENCO and Head Teacher are available to discuss concerns with parents/carers. The school has an SEN Governor (ask at the school office for contact details).

The Local Authority employs SEND Officers who administer EHC Plans.

SENDIASS (formerly Parent Partnership)

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>