

St John's School Lemsford C of E Primary 26/27

This report has been updated in line with Hertfordshire's Ordinarily Available Provision Guidance (September 2025).

SEN INFORMATION REPORT

Our SEN information report has been developed in consultation with parents, carers, governors and staff and written by the Senco, Amy Gammon. It is based on key questions asked by parents of children with SEND in Hertfordshire. It complies with the SEN code of Practice (Clause 65 of the new SEN Act).

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?

- Class teachers continually assess children and this information is then shared with the Head and Senco through regular pupil progress meetings.
- Concerns raised by parents, carers, teachers and the children.
- Where progress and attainment are significantly below age related expectations.
- Change in pupil progress.
- If you, as a parent have concerns, you should contact your child's class teacher, via the office, from here, concerns may then be referred to the SENCO.

2. How will school staff support my child?

All teaching at St John's follows the principles of high-quality inclusive teaching (QFT), as set out in Hertfordshire's Ordinarily Available Provision Guidance (Sept 2025). Staff make evidence-based adaptations to teaching and learning environments to meet individual needs, including visual scaffolds, structured routines, and assistive technologies where appropriate.

- Quality first class teaching in all classes.
- Adaptive teaching in lessons.
- Whole School Provision Map, identifying extra intervention to support needs.
- Targeted interventions following specialist advice, e.g Speech and Language.
- In-school interventions planned by the class teacher and delivered by a teaching assistant or teacher in a small focus group or on a 1:1 basis.
- Monitoring of behaviours or academic performance by class teacher and Senco-monitoring impact of strategies. (Termly Pupil Progress Meetings and Senco Impact Reports)
- Referral by the SENCO to specific external agencies.
- Appropriate specialist equipment, ie to support physical needs
- Parents will be fully involved at every stage via regular meetings and/or contact with the Senco

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

- Parent Consultations (Autumn and Spring Term).
- Annual end of year report in the Summer Term.
- Liaison and meetings with outside agencies.
- Review meetings for Provision Plans or EHCP Annual Reviews

- Informal meetings with class teacher at the end of the school day.
- Contact with the SENCO, Amy Gammon via email (Senco@stjohns561.herts.sch.uk)

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

Provision is planned and reviewed using the Graduated Approach (Assess, Plan, Do, Review) in line with Hertfordshire's Ordinarily Available Provision Guidance. Tools such as Valuing SEND (VSEND) and the SEND Benchmark and Planning Tool help us understand each child's profile and tailor support accordingly.

- Quality first teaching.
- Careful planning and adaptive teaching to meet the needs of all children, including a range of strategies to support individual needs.
- Small group or 1:1 intervention with focused children led by either teacher or TA.
- Regular assessment (1/2 termly) through whole school tracking and pupil progress meetings.

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

- Class teacher/ Teaching Assistant support in lessons, where necessary, a child may have an identified Key Person.
- Christian ethos- pairs of values are the focus for each half term, addressing issues such as honesty and respect.
- School upholds British Values
- Updates on individual children's needs at Staff Meetings and briefings
- Breakfast club and after school club provision run by school staff meaning children are known well and information is easily shared
- Positive relationships with parents, school and children.
- Links with Family Support Worker and DSPL5 support teams
- Support with social and emotional development through the curriculum and extra-curricular activities.
- Personal, Social and Health Education (PSHE) is integral to the curriculum and taught explicitly on a regular basis.
- The school's Behaviour Policy is based on a Therapeutic Approach to Behaviour (TAB)
- Relevant staff are trained to support medical needs and in some cases all staff receive training, e.g epi-pen, asthma, first aid.
- Pupil views are expressed through the school council and during lessons.
- Additional support from specialist staff is arranged as needed for individual pupils both in and out of the classroom.
- School annually updates the safeguarding checklist (see also our Safeguarding policy).

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

- The school works closely with a variety of outside agencies to support the needs of children. Expertise begins with our school staff who are highly skilled and continually updating their training.

- Educational Outside Agencies involved with school include Specialist School outreach (Woolgrove School)
- Outreach Support for specific needs including Autism, emotional, social and behavioural difficulties is available to us via the DSPL, and accessed through monthly triage meetings. They include Nessie Therapy, Behaviour Hub and SEND parent support.
- Specialist health services are accessed to support children in school such as: Speech and Language Therapy (SLT), Occupational Therapy (OT), Child and Adolescent mental health (CAMHS,) and School Nurse. Children must meet the criteria to be referred to such services and some referrals need GP involvement. After discussions with the Senco and parents, children may be referred to external professionals. Parents may also access some services through their GP, for example, the Child Development Clinic.
- We also have strong links with our Family Support Worker Lindsey Gentry based at Stanborough School: lgentry@stanborough.herts.sch.uk

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

Staff development is aligned with the Ordinarily Available Provision framework, ensuring all staff are confident in inclusive practice and the use of evidence-based strategies. Regular CPD draws on guidance from HfL Education, the Education Endowment Foundation (EEF), and Whole School SEND. Self-evaluation tools such as VSEND support ongoing reflection and improvement.

- The school provides both in-school and external training and support to enable all staff to best support and improve the teaching and learning of all children including those with SEND. This includes regular whole school training on SEND needs and strategies. All teachers hold qualified teacher status.
 - Training and advice from outside agencies, eg. Educational Psychology, Specialist Teachers, Speech and Language Therapy.
 - All staff are trained in identifying and supporting Dyslexia, ADHD and Autism and are continually updating these skills.
 - Our SENCO attends regular SEND updates and has close links with the local SEN Cluster group and our DSPL (Area 5).
 - Our SENCO is a qualified and experienced teacher, a DfE trained Senior Mental Health Lead and receives ongoing SEN training in specific areas which is then shared with the staff.
 - Our Senco is a Drawing and Talking Therapy Practitioner and trained to deliver Protective Behaviours and Nessie My World and Me.
- 8.** Our TAs are highly trained and continually working on their own professional development, they are trained to deliver a variety of Speech and Language programmes, Specific Learning Difficulties (dyslexia) interventions and therapeutic interventions including Nessie My World and Me and Protective Behaviours.

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

- You will be regularly provided with school information about how to help you child at home.
- Termly newsletters from the class teacher detailing the learning of each year group.
- Regular Parents Evenings attended by the Senco .
- Links from the school's website and use of Google Classroom.
- Personal Provision Plans (where necessary) to monitor and assess progress and impact of interventions measured through smart and manageable targets.
- End of Year reports
- Parent Workshops eg. on e-safety, Maths and phonics
- Parent Home Learning Leaflet
- Parenting courses accessed through Local Schools' Partnership and DSPL5 as well as local support groups Add-vance and SPACE and Nessie in Ed (therapeutic support).

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

- Parents and the children themselves are involved at every stage.
- The class teacher is available to discuss your child's progress any concerns you may have and to share what is working well at home and at school, so that consistent strategies are employed.
- The SENCO, Amy Gammon, is available to meet with you to discuss your child's progress or any concerns/worries you may have – contact in the first instance is via the school office.
- All information from external professionals will be discussed with the person involved directly or where this is not possible, in a report or phone call.
- Where specific provision is in place, Personal Provision Plans will be written and reviewed with your involvement every half term or as required.
- For some children and families with multiple needs Families First Assessment (Early Help Module) may be necessary to enable all services to work together efficiently and share information These are usually written and led by the School's Family Worker with the support of the Senco but are arranged by the Senco in the first instance.
- For children with more complex needs, an Education, Health and Care plan may be applied for. This is a statutory document which ensures your child receives the provision they need and that their parent's wishes are taken into account. The application can be made by the parents or by the school or jointly and the assessment is carried out by the Local Authority. (For more information see: http://www.thegrid.org.uk/learning/sen/key_documents/index.shtml .)
- Homework will be adjusted as needed to suit your child's individual requirements.

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

- Our Equalities Scheme promotes involvement of all learners in all aspects of the curriculum, including activities outside the classroom.
- School trips will always be discussed with individual parents where necessary.

- Risk assessments will be carried out with appropriate provision and reasonable adjustments will be made where necessary dependent on the child's needs.
- Medical support will be put in place where necessary (see Medicines policy). [medicines-policy.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- In some instances parents or carers may be asked to accompany their child on school trips.

12. How accessible is the school environment?

Our Accessibility Plan reflects expectations from the Ordinarily Available Provision Guidance, focusing on continuous improvement of physical, curricular and written accessibility. We take an anticipatory approach to reasonable adjustments, ensuring inclusion for all pupils.

- All Hertfordshire schools comply with Equality Act 2010 and make reasonable adjustments to include all children.
- Wherever feasible we will always make reasonable adjustments to improve the accessibility of our environment to meet individual needs within the physical constraints of our school.
- Where specific needs arise, we will work closely with other professionals such as OTs, Teachers for the Visually Impaired or Habilitation Teachers
- Please refer to the school accessibility plan and equality scheme for more information. [accessibility-plan.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

13. Who can I contact for further information?

For more information on the Ordinarily Available Provision Guidance (Sept 2025) and the Hertfordshire Local Offer, please visit: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

- In the first instance, parents are always encouraged to contact their child's class teacher about any issues or concerns.
- The SENCO and Headteacher are available for further information or discuss needs of your child.
- The school's SEN Governor is also available for advice and guidance as appropriate.
- At county level, the SEN Team, is available for further advice and to administer EHC plans.
- For details of what is available at county level see the Local Offer <https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

14. 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?

- Our school works closely with all settings at times of transition. We have meetings with parents before children enter the school system. Extra visits can be arranged for parents with SEN. The Senco joins the Reception Teacher on Nursery visits and meets with parents and Nursery staff where additional needs are already identified. (please also see our Admissions Policy). [admissions-policy-2022-23.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

- We also have strong links with our local secondary schools to ensure smooth transition and transfer of relevant information. We hold meetings with Year 7 tutors to discuss individual children's needs.
- For children with additional needs, additional transition sessions are run by the DSPL.

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

- The budget for SEN is decided by the Head teacher and Governing Body. Within the budgetary constraints, support is allocated according to the level of need. This includes provision targeted at specific groups such as Pupil Premium.
- When a child is assessed for and given an EHCP, their needs will then be Levelled by the professionals writing the Plan, funding may then be given to the school to help provide to correct support.
- In exceptional circumstances, additional funding can be applied for (Local High Needs Funding) for individual children, this is done by the school.
- Families with an FFA (Families First Assessment) can apply for funding from Personalised Commissioning this is done via the TAF meeting.

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

- Discussions between the relevant staff members (for example class teachers, SENCO, parents, Head teacher) will take place to consider what provision is available and appropriate for your child. Once in place, these will be carefully monitored and their impact measured.

17. 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/>

18. What should I do if I am not happy with the support my child is receiving?

- **In the first instance, please contact the Class Teacher and/or the Senco**
- **If you still are not happy, please refer to our Complaints Leaflet (found on our website or available from the school office. [curriculum-policy.pdf](#) (primarysite-prod-sorted.s3.amazonaws.com))**
- **If your child has an EHCP and you are not happy with how County are managing your child's support, you can access independent support from [Home \(hertssendiass.org.uk\)](http://Home.hertssendiass.org.uk)**