



Hartsfield School
SEND Information Report 2025

What is the SEN Information Report? (also called the “local offer” or “school offer”):

- The Children and Families Bill’ became law on 1st September 2014. From this date Local Authorities and Schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND), aged 0 – 25.

- The intention of the Local Offer/ Information Report is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The four broad areas of special educational need are recognized under the SEN Code of Practice 2014:
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties (SEMH)
 - Communication and Interaction
 - Sensory and Physical needs

Hartsfield is an inclusive mainstream school. We embrace the fact that every child is unique and therefore so is the educational need of every child. We believe that every child can achieve their full potential with appropriate support to meet their individual needs. Every teacher is a teacher of every child, including those with SEND. Within our school we have children with a wide range of special educational needs, including communication and interaction difficulties, learning difficulties, social and emotional difficulties and sensory and/or physical needs. We consider pupils to have Special Educational Needs if they have a “significantly greater difficulty in learning than the majority of others the same age.” (Code of Practice 2014)

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

If a child is not making progress or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need. If staff are concerned about your child's progress, the following steps will be taken:

- The teacher and SENCo will consider all information about the child;
- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals;
- The school will put additional support, interventions or resources in place as necessary.

If you are concerned about your child's progress or development, you can:

- Talk to the class teacher;
- Talk to the SENCo;
- Talk to your GP or health visitor.

Parents know their children best and we will take your concerns seriously. If your child has already been identified as having a SEN, it is important that you let the school know so that the right support can be put in place quickly.

2. How will school staff support my child?

The class teacher is responsible for the progress of all children in the class. We also have a number of support staff who help the children to learn. Support is provided in several different ways depending on the needs of the child. It might include:

- Differentiated resources or equipment to help children learn;
- Additional support and feedback in lessons;
- Extra support to help children access lessons, such as pre-teaching subject vocabulary;
- Smaller groups or individual teaching for some areas;
- Additional interventions to help with reading, writing, maths, motor skills or social skills;
- Extra emotional support or help with behaviour;
- Adapted timetables for children finding it hard to manage full-time school;
- Catch up sessions within the school day.

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

At Hartsfield we deliver good quality teaching and have high aspirations for all pupils. Teachers assess and track your child's progress. The senior leadership team monitor this too (the head teacher, her assistant

headteachers and SENCo).

Your child's class teacher will be able to tell you about this. Parents will have regular Parents' Consultation Meetings for example. Alternately, parents can phone, email or speak to class teachers/ book an appointment for further conversations. Parents can speak to our SENCo, Mrs. L. Nosal, or our Headteacher, Mrs. P. Smith, if they are still worried. If pupils have a plan to support positive behaviour or a Risk Management Plan, then parents are expected to attend regular meetings to discuss progress.

Your child will receive a yearly report that tells you how they are doing with relation to age expectations in each subject. Parents can telephone or e-mail the school at any time to discuss their child. The website provides parents with additional information about where they can get help, as do our newsletters and letters home. The direct email to our SENCo is: senco@hartsfield.herts.sch.uk

If your child has SEN Support you will be asked to formally review your child's progress each term. Pupils are asked to get involved and contribute to this process. We use a platform called Edukey Provision Map to store the plans digitally and you will be given a code to access this too. If your child has an Education and Health Care Plan, there will be a yearly review. The Governing Body, Local Authority and Ofsted monitor how we are doing.

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

In addition to the quality teaching we provide for all pupils, there is careful planning of the curriculum and differentiation by teachers and subject leaders to meet our pupils' needs. Differentiation means that the teacher considers how they must teach a lesson to a particular pupil so that they can be successful and have their needs met.

The teacher plans for small intervention groups or personalized sessions for your child, as needed or provides additional attention in class. Progress is monitored by school tracking systems and pupil progress meetings. Parents are encouraged to discuss their take on the provision suggested in SEN Learning Plan meetings and receive a copy of the plan showing the Assess, Plan, Do and Review cycle. They will also be able to add their comments on the plan using Edukey. Parents know their child best and will be consulted about what might work to suit their child's needs.

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

We believe that confident and happy children achieve best. There is pastoral, medical and social support available for all pupils. Our mental health lead practitioner is Mrs L Nosal and our deputy mental health lead is Mrs A Parry.

Your child's class teacher and teaching assistant will support well-being in lessons and Mid-Day Supervisory Assistants (MSAs) do this alongside teachers at lunchtime. Our Positive Behaviour Policy reflects that we take a

therapeutic view to managing behavioural needs. The school supports social and emotional development through its PSHE curriculum and assemblies and in all our interactions on a daily basis.

We offer a Breakfast Club at school and an afterschool club called “Great Group.” This is run by a separate organization but takes place on our site. Information is available from the school office (subject to available spaces).

Our network of local schools employ a family worker through North Herts Primary Support Base who can support families experiencing financial, social, emotional or mental health difficulties or advise on parenting strategies. We work in partnership with other NHS services such as the school nursing team and CAMHS and also employ play therapists from Safe Space to support a small number of pupils who have particular needs.

We can support pupils with varied medical conditions, such as Type I diabetes, and can provide some intimate care (for example changing nappies) if agreed with parents and under medical advice.

Year 5 and 6 pupils are “Buddies” to Year 1 and Reception pupils. Pupils are represented at the School Council and their views are sought in this way or by surveys. Bullying is responded to quickly if it occurs. We understand that pupils with SEND could be additionally vulnerable to bullying but find it hard to explain what is happening.

We have good attendance at this school and will work with families to help them if regular attendance is difficult. We offer a wide range of clubs and activities for pupils to engage with and our parent’s society “Friends of Hartsfield” is very active within the school community.

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

Our school works with a number of outside agencies such as:

- Educational Psychologists,
- Speech and Language Therapists, both NHS and private.
- North Herts Educational Support Centre (ESC)
- Woolgrove Outreach
- Nessie- counselling/ Mental Health support and training
- Safe Space- Counselling in Schools
- Tune into ASD C
- AMHs and Step 2
- Advisory Teachers from the specialist advisory service
- School Nursing Team at Bedford Road, Hitchin.
- NHS staff such as GP’s, Consultants and Paediatricians
- Families First- supporting families
- The Butterfly Room, Stevenage

Also- see the Hertfordshire Local Offer for services available.

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

All teachers are teachers of pupils with special educational needs and disabilities. This is part of their training. There is in-house training and a cycle of continued professional development for all teachers and Teaching Assistants on a regular basis. The SENCO attends training offered by the Local Authority and local cluster groups. Class teachers and Teaching Assistants also access training offered by the Local Authority (DSPL) or NHS. Mrs L Nosal is the designated teacher for looked after children.

All staff and governors undertake regular child protection training. All staff have annual medical training such as for epi-pen, epilepsy and diabetes management. All staff have basic first aid training. Key staff are paediatric first aid trained.

8. How will you help me to support my child's learning? How will I be involved in discussions about and planning for my child's education?

Parent's views are vital to us every stage. Parents are invited to regular Parent Consultation Evening and Open Afternoons. Parents are asked to a "meet the teacher" afternoon with new class teachers.

Pupil's views are regularly sort in learning conversations, by questionnaires and via the School Council or focus groups./ subject ambassadors. For pupils in receipt of special educational needs support parents are asked to termly "Assess, Plan, Do and Review" meetings to discuss what has and will happen for their child. Our SENCo, Mrs L Nosal, is available to discuss matters at all other times or by email senco@hartsfield.herts.sch.uk.

Parents are very important in supporting learning too, by helping with home learning regularly and taking interest in topics covered.

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

We will make all reasonable adjustments to ensure every child can take part in any trips, including residential trips. Medical support is given where necessary and discussed with parents prior to the event. Additional adults, and sometimes the parents themselves, are included in the support package by prior agreement and full risk assessments/ pre-visits are undertaken to assess safety.

10. How accessible is the school environment?

We make all reasonable adjustments to comply with the Equality Act 2010.

Our Accessibility Plan is available on our website. The website also has information about how we have improved our environment to make it more assessable to all learners.

11. Who can I contact for further information?

In the first instance parents can talk to their child's class teacher. Parents can also contact Mrs L Nosal, SENCO or Mrs P. Smith, the Headteacher.

12. 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?

There is a transition programme in place with local nurseries including a chance for pupils and parents to visit our school and to come to lunch when their child starts here. There are Welcome Meetings which tell parents about the new class their child is entering and the topics covered.

At the end of each year our staff meet with the pupil's new teacher and discuss each child in great depth. If a child transfers into or from this school mid-year we make personalised transition arrangements to suit the needs of the child.

There is a strong history of transition to Secondary schools with our Year 6 pupils making several visits to local schools before transition takes place. Secondary staff come into school to meet and talk to pupils and staff before the transition. For pupils in receipt of SEN support, each child is discussed at some length with the SENCo of the receiving school and additional visits to the new school provided if the child wishes.

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

The Headteacher receives a budget and she decides each year how this will be allocated. The Governing Body are involved in scrutinising and agreeing this budget. This will affect, for example, how the teaching assistants are allocated each year throughout the school; and is driven by the needs of the pupils.

In very exceptional circumstances, the school can apply to Hertfordshire Local Authority for an additional budget share known as Local High Needs Funding. School have to show why the learning needs presented in a particular case are so exceptional, what provision is already made and proposed and the impact of this.

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

This is arrived at through consultation with the Senior Leadership Team, class teachers and relevant external agencies. We listen to parents' views about this at every stage and work with parents to provide the best possible support. The class teacher has the responsibility of daily allocation of support as part of their quality teaching provision. The class teacher will balance the needs of all the children in their class and allocate the teaching assistant time accordingly.

15. 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?

Contact us at school or go to www.hertfordshire.gov.uk/localoffer

The Local Offer tells you what services are available within Hertfordshire.