# Swallow Dell Primary and Nursery School

# Information Report

**Policy Sign off**

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| **Approved by:** | Mr James Berry Headteacher<br>Ms Lesley Hollinshead Chair of Governors | **Date: 17 September 2026** |
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The Governing Body of Swallow Dell Primary & Nursery School has agreed to adopt the Herts County Council Model.

## Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). Schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

Swallow Dell is an inclusive school. We ensure that all children have equal opportunities to access the curriculum and play a full part in the life of the school. The following was developed in consultation with parents/ carers, governors and staff.

The four broad 'areas of need' (as outlined in the Code of Practice 2014) are
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

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## How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Many of the children who join us have been in early education and in many cases will have had their needs already assessed. Transition meetings between settings / schools / classes / are encouraged between professionals who may already be involved.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

For some children, SEND can be identified at an early age. However, for others difficulties become evident only as they develop and we are committed to early identification. Working in partnership with parents/carers and the children themselves, enabling us to make an early response is an essential part of this process.

The attainment and progress of all pupils is monitored frequently and consistently through our assessment cycle. Children falling behind age related expectations will be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Deputy Head (Inclusion Lead)/ SENCO. High quality teaching, targeted at the areas needing support, will be put in place and the child's progress will be monitored. Parents will be informed at Parent Teacher consultations or earlier if necessary. If progress continues to be less than expected a more detailed assessment of the child's needs takes place. This may be supported by the Deputy Head (Inclusion Lead)/ SENCO. If there is an indicator of the difficulties continuing, the views of the parents and the child concerned are sought. The child will then be recorded as having SEND.

If you have concerns about your child's progress or think that your child may have special educational needs, you should speak to your child's class teacher initially. Please phone the school office and leave a message for the teacher who will get back to you. If you continue to be concerned that your child is not making progress, you may wish to speak to the Deputy Head (Inclusion Lead)/ SENCO.

**How will school staff support my child?**
If your child is identified as having SEND, the school will take action to try to remove barriers to learning. This support may take place in different ways according to the needs of the child. At Swallow Dell, we acknowledge the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with SEND. Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

**a) Class teacher input via targeted classroom teaching.**

*For your child this would mean*

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning with concrete resources.
- That specific strategies (which may be suggested by the Deputy Head (Inclusion Lead)/ SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**b) Specific individual or group work to address areas of need**

Your child will be offered adjustments, interventions or support that are different from or additional to those provided as part of the school's general working practices. Interventions may be run in the classroom or a group room by a teacher, or a member of support staff.

The Deputy Head (Inclusion Lead)/ SENCO will support the teacher and if necessary make further assessments of your child's needs. Following discussion with you, advice from specialist services may be sought and used.

**c) Specialist advice from outside agencies**

This means a pupil has been identified by the Deputy Head (Inclusion Lead)/ SENCO and class teacher as having more complex needs and that the support given over a period of a term or longer, has not helped them to make the expected progress. Specialist support and advice can be sought from a professional outside the school. A referral may be completed in conjunction with parents.
*What may happen:*
• You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.
• The specialist professional may work with your child to understand their needs or may discuss their needs with you and school staff and make recommendations as to the ways your child is given support within school.
• Once the advice has been received it will be acted upon and reviewed regularly as part of the termly meeting between the class teacher and parent.

**d) High level Specific Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This applies to a very small number of children (approx. 3% nationally) and has clear criteria that the children must meet.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by a range of professionals as needing an individualised planned approach. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone.

*For your child this would mean*
• You and the school can request that Local Authority carry out a statutory assessment of your child's needs to see if they would benefit from having an Education, Health and Care plan (EHCP). This is a legal document which sets out any additional support required to meet the special education needs of your child. It is intended to draw together information from Education, Health and Social Care.
• After the request has been made, this goes to a Panel of Professionals who will decide whether they think your child's needs (as described in the paperwork provided by you and/or the school), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a further report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
• After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will (in consultation with you and the school) write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
• The EHCP will outline support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child.

More information about the EHCP process can be found on Hertfordshire Local Offer Website at: https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-careplans/education-health-and-care-plans-ehcp.aspx

**How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Staff can use a variety of specific resources and strategies to support the needs of your child where necessary.
- Class teachers and/or members of support staff may work with your child individually and in groups.
- The Deputy Head (Inclusion Lead)/ SENCO or a member of support staff may work on a specific intervention to support your child.
- Planning and teaching will be adapted to meet your child's learning needs.

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

Your child's progress will be continually monitored by their class teacher. Their progress will be reviewed formally through Pupil Progress Meetings with the Senior Leadership Team each term in reading, writing and Maths. Regular book scrutinies, lesson observations and monitoring will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high. At the end of key stage 2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have individual targets based on their current needs or based on specific targets set by outside agencies. Progress against these targets will be reviewed regularly through the Assess, Plan, Do, Review termly cycle and a future plan made. These targets are recorded on an Individual Education Plan (IEP). Parents will be asked to contribute to this review during the termly SEND parent consultations. The progress of children with a statement or EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

You will be encouraged to take an active role in meetings which will take place throughout the school year. *This will include:*
- The school encourages all parents/ carers to ask questions at any time and encourages informal meetings.
- Termly consultations with the class teacher. These review meetings identifying clear manageable targets for in school and strategies that you can use at home to support your child's learning.
- Consultations with the Deputy Head (Inclusion Lead)/ SENCO if this will be helpful.
- Joint meetings with professionals from specialist services, some services write reports.
- Parent Workshops

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

If your child is identified as having SEND, the school will take action to remove barriers to learning within the constraints of the school's budget. Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of you and your child. Information from a wide range of sources including discussion with you, your child, the class teacher and sometimes the Deputy Head (Inclusion Lead)/ SENCO will be gathered to determine the needs and provision for your child. If the assessments show that your child has a difficulty, a range of strategies will be discussed with you.

The SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and what supports her/him in making good progress with good outcomes.

We have a wide range of interventions available in school; each intervention is chosen specifically to support a particular need. If your child makes progress the support will continue until the end of the intervention or a suitable exit point, this will be part of the outcomes that have been planned for, with you and your child. We are able to make adjustments in and out of class to support the needs

of your child. SEND provision will then be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

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

We have a caring and nurturing environment in our school where all children are valued. The school promotes positive relationships between children, staff and parents. Children have opportunities on a regular basis to talk with their class teacher or Teaching Assistant. Children in the school are aware of staff members who are available to speak with and listen to children who are experiencing difficulties, in addition to adults in the classroom. Discussions may happen on an informal basis or may become a regular part of provision for a child. For some children who need additional time to support their wellbeing, we are able to time with a designated adult or alternative provision of this nature.

The school listens to children's views through regular pupil voice opportunities. All children including those with SEND are encouraged to participate in the full life of the school. Assemblies and PSHE lessons address wellbeing issues such as bullying, conflict resolution and resilience. We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and difficulties with communication. Where a child needs support to address their emotional wellbeing, we may suggest sessions teaching emotional language and recognition of their own emotions.

Unstructured times throughout the day are supported through planned activities, such as with our playground leaders and lunchtimes provisions such as our Craft and Lego clubs and Forest School (for those children with SEND who have social communication difficulties).

For some families may wish to access further support through our School Family Support Worker (FSW) who works with families to enable good outcomes for the children. The Family Support Worker may undertake a Families First Assessment (FFA). The FFA is a multi-agency assessment tool.

The FFA process is designed to address needs which require a multi-agency response. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a co-ordinated way. FFAs are voluntary, and require consent from parents or carers before they can begin. FFAs can and should be started by any practitioner who has identified additional unmet needs amongst any of the children or families that they work with. The FFA process uses a "whole family" approach, which allows everyone's needs to be taken into account, in order to make a lasting difference.

**What training has the staff supporting children and young people with SEND had or having?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Speech, Language, Communication and Autism Team or the Visual Impairment Team.

Additional training has been undertaken on the delivery of particular interventions. This includes interventions for the support of communication and language skills, literacy and maths and a variety of support programmes for social and emotional learning. If a child is identified as having a specific

need, staff working with the child typically receive specific in house or external training. Support and advice may also be sought from specialist services.

Individual teachers and support staff work alongside outside agencies within school.

All staff are trained in:
- First Aid
- Safeguarding

As well as regular in-house staff meetings run by the Deputy Head (Inclusion Lead)/ SENCO on SEND matters.

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

**School provision**
- Teachers responsible for teaching SEND groups/individuals.
- Support staff working in the classrooms or group rooms under direction of the Class teacher or Deputy Head (Inclusion Lead)/ SENCO with either individual children or small groups.
- ICT support in the form of English and maths programmes during specified lessons and small group or individual sessions, according to need.
- Support staff offer support for children with emotional and social development through a range of specific individual and group interventions.

We are able to call on a range of services and expertise including:
- A range of highly experienced staff
- Family Support Worker
- Speech and Language Therapist
- English as an Additional Language Teacher
- DSPL5 SEND Team
- Communication and Autism Team
- School Nurse Specialist Advisory Nurses (eg. ADHD nurse)
- Occupational Therapy (NHS)
- Advisory Teachers Service (advice for autism, hearing impairment, visual impairment and mobility officer)
- Sensory Services for children with visual or hearing needs
- Welwyn Hatfield Hub
- Young Carers
- Counselling Services
- Drawing and Talking Therapy
- CAMHs and Step 2 for support with mental health issues
- SPACE/ ADDvance

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

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The Deputy Head (Inclusion Lead)/ SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

• All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.

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

The school encourages all parents/ carers to ask questions and encourages informal meetings. If a teacher is unavailable at a specific time a meeting can be set up quickly through the school office. You will be encouraged to take an active role in meetings which will take place throughout the school year (at least termly). These review meetings identify clear outcomes for your child and strategies that you can use at home to support your child's learning.

In addition to this:
•Phone calls or consultations with the Deputy Head (Inclusion Lead)/ SENCO, where she has been involved in planning provision, may be set up to discuss next steps.
• Joint meetings with professionals from specialist services, some services write reports with suggested actions.
•Parent Workshops/ Information sessions.
•Parents are also represented on the school governing body.

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

The school works hard to ensure that all children are able to take part in all aspects of school life, including trips and residential journeys. Risk assessments are undertaken and any additional measures needed to support a child are identified. Parents are fully involved in this process. After-school provision is accessible to all children with working parents, including those with SEND. Extra-curricular activities are accessible for children with SEND, many of which are run by the teaching staff. Parents are asked to fill in the section on the Application Form for after school clubs if their child has medical or emotional needs. This is particularly important for clubs run by outside providers. The school may ask you to come and discuss requirements when planning activities and trips, particularly our Year 6 residential. The school will then undertake a risk assessment to ensure each child is kept safe from harm. Additional staff may be deployed if necessary and support from parents may be requested.

**How accessible is the school environment?**

The school is fully compliant with Disability and Discrimination Act (DDA) requirements. There is a disabled toilet and changing facilities. We have access to auxiliary aids through the Sensory Impairment team, Occupational Health and Physiotherapy teams. We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

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

• Your child's class teacher
• Deputy Head (Inclusion Lead)
• SENCO
• Other members of the Senior Leadership Team - the Headteacher, Senior Deputy Head and Assistant Head
• Governors

**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?**

SEND provision will include planning and preparation for the transitions between phases, typically entering Reception class, changing schools and moving on from primary to secondary.

For children coming to us in Reception:
- The Deputy Head (Inclusion Lead)/ SENCO will discuss the specific needs of your child with the SENCO of the child's previous setting if they attended one.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead, this may include a social story and photos of the staff.
- Where possible, your child will visit our school.
- For children with SEND planning may take the form of extra visits and information sharing with staff and other professionals at the different schools.

In Year 6:
- The Deputy Head (Inclusion Lead)/ SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school, and in some cases staff from the new school will visit your child in this school.

For some children changes may cause anxiety, so moving between year groups within school is also carefully prepared for through our transition programme. This may take the form of extra visits from the next class teacher and teaching assistants and additional visits for the child to their new classroom. Information about the transition programme is shared in the summer term.

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

The school has a dedicated SEND budget that is allocated to meet the specific needs of children with SEND. The Head Teacher decides on the deployment of resources in consultation with the school governors on the basis of needs in the school.

The Inclusion Team is made up of a Deputy Head (Inclusion Lead), SENCO and a Family Support Worker (who can advise families where to get support for specific needs).

Some EHC plans now have funding attached and is used for individuals with complex and exceptional needs.

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

The class teacher, in conjunction with parents, the child and in some circumstances the Deputy Head (Inclusion Lead)/ SENCO will consider the provision needed for the child to make progress. This plan is made with regard to the level of need and provision for all children across the school. Reasonable adjustments and interventions are available to support children. Some interventions are time limited and some are age related.

Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of you and your child.
The Head Teacher and the Deputy Head (Inclusion Lead)/ SENCO discuss all the information they have about SEND in the school, including
- the children getting extra support already
- the children needing extra support

- the children who have been identified as not making as much progress as would be expected.

**From this information, they decide what resources/training and support is needed.**

**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?**

From September 2014 Local Authorities and schools were 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 (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

The Hertfordshire Local Offer can be accessed at https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx