

Hobbs Hill Wood Primary School

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'Inspiring confident and independent learners'

Hobbs Hill Wood Primary School SEND Information Sheet 2026-2027

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?

- At Hobbs Hill Wood Primary School, the attainment and progress of all pupils is monitored frequently and consistently.
- Children falling behind age related expectations will be identified through Pupil Progress and Attainment meetings held during the year through Key Stage Meetings. These children will be highlighted to all adults working with them by the Special Educational Needs Co-ordinator (SENCO) or the Assistant Headteacher. Parents will be informed of this through Parent/Teacher Consultation Meetings.
- If progress continues to be less than expected, it may be necessary to put in place additional support and a thorough assessment of a child's needs will take place. This will be supported by the SENCO or Assistant SENCO and includes views of the parents and child concerned. If there is an indicator of a range of learning difficulties, then the child will be recorded as having special educational needs (SEND).
- Parents will be informed of this either by letter or by a conversation with the class teacher or SENCO/Assistant SENCO. Parents will be involved throughout this process.
- Parents who are concerned that their child may have SEND should in the first case talk to their child's class teacher. After talking to the class teacher, it may be appropriate to make contact with the SENCO to discuss your child's needs and how their needs can be catered for within the classroom.
- When a child is placed on the school's SEN list, the teacher and the SENCO will use a range of information (observations, teacher assessments, SEN assessments, external reports/advice) to ascertain the level of support that is required to support the child's needs. Some children's needs maybe met through universal support (Ordinarily Available Provision) and high-quality teaching. For children with SEND, that can have their needs met through Ordinarily Available Provision a SEN support plan will not be required.
- For children that require, more targeted support they will have an SEN support plan in place.

2. How will the school support my child?

- The Headteacher has overall responsibility for SEND provision in School.
- Hobbs Hill Wood Primary School has a qualified SENCO. The SENCO is responsible for the leadership and day to day management of SEND provision. The SENCO is Miss A Sheehan.
- The school has a qualified Assistant SENCO. The Assistant SENCO supports the SENCO with day-to-day management of SEND provision. The Assistant SENCO is Mrs N. Wilding.
- The school has a part-time SEND teacher, Miss R. James.

- Hobbs Hill Wood Primary School has a named SEND Governor. The Governor oversees the school's work with SEND and ensures the quality of provision is regularly monitored.
- At Hobbs Hill Wood Primary School, the class teachers will:
- follow [Hertfordshire's Ordinarily Available Provision document](#); check on the progress of every child and identify, plan and deliver any additional support a child may need in liaison with the SENCO; share and review SEND support plans with parents or carers at least once each term; personalise teaching and learning and ensure that Hobbs Hill Wood Primary School's SEND Policy is followed in their classroom and for all the children they teach with SEND.
- If a child has been identified as making less than expected progress the first response is high quality teaching targeted at the area of weakness. Scaffolding of work based on pupil needs and reasonable adjustments may be implemented.
- If progress continues to be less than expected, it may be necessary for additional support or targeted intervention to be arranged. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the English or maths lesson to maximise the impact.
- In addition, small group or individual interventions may take place out of the classroom.
- It is the teacher's responsibility to provide for children with SEND in their class and to follow the school's procedures for identifying, assessing and making provision to meet those needs.
- Where interventions involve teaching away from the main class, the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.
- The SENCO provides advice, monitoring and links with outside agencies.

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

- At Hobbs Hill Wood Primary School, the staff have high expectations of all pupils. Pupils are supported to access the learning and learning may be scaffolded.
- The class teacher will regularly monitor the progress and attainment of children. Pupil Progress and Attainment Meetings take place termly within Key Stages. If a child has not made the expected progress strategies and interventions are identified. The child will have additional support and their progress will be monitored closely.
- Parents are informed of children's progress and attainment at Parents' Evenings. Parents' Evenings take place in the Autumn and Spring term. The class teacher will write an end of year report in the Summer term.
- In addition to Parents' evening children that have been identified as having SEND and require provision beyond what is ordinarily available will have an SEN Support Plan (APDR) in place. The support plan will be reviewed regularly. Parents are also entitled to additional termly meetings with the class teacher to discuss their child's needs.
- Children with an EHCP will have an Annual Review meeting. This is in addition to termly meetings.
- Where a child requires additional support parents are informed of the targeted interventions that have been put into place through an SEN Support Plan. This plan follows the Assess, Plan, Do, Review cycle in line with the SEN Code of Practice.
- Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.
- The effectiveness of the school's provision for children with SEND is evaluated and 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?

- At Hobbs Hill Wood Primary School, we recognised that all children are entitled to a broad and balanced curriculum for all children.
- The teaching staff will ensure they have high expectations of all pupils.
- The class teacher will:
 - ensure that suitable, but challenging learning objectives are set.
 - respond to the range of learning needs.
 - support pupils to overcome potential barriers to learning and assessment for individuals and groups of children
- If a concern is raised, a detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place.
- This ensures that any barriers to learning are identified and allows smart targets to be set.
- The aim is to differentiate or scaffold the work to allow pupils to fully access the teaching in class first. Reasonable adjustments may be required, tailored to a pupil's individual needs, such as tasks broken down into smaller achievable steps, fiddle toys, sensory breaks, adaptations to equipment. Any additional support will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school on a one-to-one basis or as part of a small group of children with similar needs. These interventions may be run by a teacher or a teaching assistant.
- Assessments from other professionals may also be used, for example the Speech and Language Therapist or the Educational Psychologist.
- This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented.
- Children are consulted throughout the whole process.
- SEND support plans will be devised by the class teacher and it will be shared with parents. Strategies from Outside Agencies will be incorporated into SEND support plans.

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

- At Hobbs Hill Wood Primary School, the staff recognise the importance of Emotional Health and Wellbeing.
- Hobbs Hill Wood Primary School actively seeks to promote emotional health and well-being alongside physical health, and helps children to understand their feelings.
- The school has an Emotional Health and Wellbeing policy in place.
- The school has a named Wellbeing and Mental Health lead. The lead is Mrs S. Gleeson.
- Year 1-6 follows the PSHE Association scheme. This scheme covers Relationships Education, economic wellbeing, careers and enterprise education and personal safety.
- Positive mental health is openly talked about within weekly PSHE lessons and through assemblies.
- Early Intervention may be offered through classroom staff. A referral to access specific support may be explored e.g. referral to the Mental Health Support Team (MHST).
- As required, we will make referrals to outside professionals.
- The school is able to access Safe Space Counselling for pupils that may require more specialist support.
- The school has a consistent behaviour policy for each key stage of the school which is published on the school website.

- The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people.
- Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunchtime staff.

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

- There are a number of teaching assistants in the SEND team led by the SENCO, Assistant SENCO and SEND teacher.
- Training is provided in different areas of SEND to develop specialisms to ensure there is a range of skills and expertise available. Specialisms include Autism, Specific Learning difficulties, literacy and maths interventions, reading interventions, fine and gross motor skills difficulties, speech and language needs, FFT wave 3, Bug Club Phonics and deaf awareness.
- The school has a link Speech and Language Therapist, Neurodiversity Educational Support contact, Cognition and Learning Support contact and access to the school nurse.
- The school may also be supported by the Occupational Therapy Service, Educational Psychology service, Physiotherapy service, Specialist Advisory Services, e.g. visual impairment, hearing impairment
- The school has access to a number of services including; Dacorum Educational Support Centre (DESC), Dacorum Family Services (DFS), Hertfordshire's Educational Psychology service, ESMA, DSPL 8 (Local Specialist Services) and The Collett Outreach (Specialist provision).

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

- Key staff are trained in First Aid and there are paediatric first aiders for the Early Years.
- All staff are trained in Safeguarding and there is a Designated Safeguarding Lead (DSL) for safeguarding concerns. The DSL is Miss A Sheehan.
- The SENCO and the Assistant SENCO have gained the National SENCO Award.
- There is an Autism Lead within the school.
- Training is refreshed regularly and all opportunities for additional training is sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.
- Identified staff have undertaken:
 - ELKLAN training
 - FFT Wave 3
 - Writing Social stories
 - Supporting girls with autism
 - Zones of regulation training
 - Sensory circuits training
 - Manual moving and handling
 - Supporting deaf pupils
 - Wellcomm
 - Precision teaching
- Staff have also been trained in the following: Bug Club Phonics, Autism Education Trust level 1 training, English and Maths interventions.

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

- Parents' Evenings are held each term to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term.
- Individual SEN Support Plans (APDRs) are shared on a termly basis with parents.
- Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning.
- An additional meeting of 20 minutes with the class teacher is offered to parents of children with SEND each term.
- Children are set homework regularly each week.
- Information on the curriculum for each year group is on the website.
- A meeting is held for all parents prior to the new academic year. Parents are invited in to meet their child's new teacher and the expectations for the year are discussed. Parents are invited to a class assembly annually and to curriculum mornings.
- The Family Support Worker has access to a wide range of support from local agencies and services and is able to sign post parents effectively.
- The Family Support worker runs termly workshops for parents.
- The Family Support worker runs drop in consultations for parents on a termly basis.
- The school and the SENCO keep parents informed of support offered through the DSPL (Delivering Specialist Provision Locally).

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

- There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education. In addition, parents can communicate through the Home School Record Book and are usually able to speak to a teacher before or after school to pass on a message or piece of information. Parents can communicate directly with the class teacher via the class email address.
- Parents of children with SEND are encouraged to be regularly involved in discussions through review meetings.
- Individual pupil plans are shared with parents on a regular basis.
- Questionnaires are sent out to parents in the Spring and Summer term.
- Parents are represented on the Governing Body and there is also an active School Association.

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 each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed.
- Social stories are used to prepare children in advance where appropriate.
- Parents are consulted to ensure full participation and active engagement of all children and in some cases a member of the family might be invited to attend.
- Where the trips are led by outside organisations they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

- The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary.
- The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate and advice is sought from the appropriate medical/health professional to ensure all children's health and physical needs are catered for within the school environment.
- Specialist equipment can be provided, where appropriate, for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

- The school has a SENCO and an Assistant SENCO. Both can be contacted by telephone or email and are available to meet parents if you have any concerns about your child.
- We encourage parents to speak to your child's teacher with any initial queries.
- If you wish to make a complaint the school has a complaints procedure which is available from the school office.

13. 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 detailed transition programme in place for children new to the school, moving classes or moving to secondary school. The level of support offered is dependent on each child's needs, age and development.
- A "New to Year group" meeting is held in the summer term for all parents at the where parents are invited in to meet their child's new teacher and the expectations for the year are discussed.
- Nursery staff offer home visits and settle sessions. On occasions will visit children with SEND in their preschool setting if appropriate.
- Individual transition meetings are held for children with SEND. Children with SEND have extra visits to their new classroom. Some pupils have transition books to take home over the summer holiday.
- Current class teachers hold transition meetings with the new class teachers. Meetings are used to share pupil information.
- Year Six teachers meet with local Secondary School staff. Year Six visit the main local secondary school throughout the year to support transition.
- For children on the School's SEND list information is shared with the receiving school.
- All children spend half a day in the summer term in their new classroom with their new teacher to help prepare them.
- If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.

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. This is used to employ

teaching assistants to meet the needs of children with SEND, buy specialist equipment or provide specialised training for staff.

- Where a child has emerging high needs, short term, focussed intervention funding (FIF) can be applied for to support the delivery of a time-limited intervention. This funding is for children that require provision that is more than what would be typically available within the classroom (Ordinarily Available Provision), but for children who are unlikely to require an Education, Health and Care Plan (EHCP).
- For children in the Early Years, funding is available in graduated layers of support based on the child's needs and the provision required to meet those needs. This includes emerging concerns to highly personalised provision that requires sustained specialist involvement. Professional advice and support from the Early Years SEND Team is closely matched to the needs of the child and their setting, ensuring the most effective and efficient use of allocated funding.
- Pupils with an EHCP will have their plans levelled by the LA. Additional funding is based on the Local Authority's assessment of the child's needs.

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

- The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parent views, their own views and consultation with their class teacher.
- This support is reviewed regularly with amendments being made to the programme of support. 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.

16. Where 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?

The authority local offer of services and provision for children and young people with SEND can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>