

# SEND INFORMATION REPORT

ST MARY'S INFANT SCHOOL

"All children deserve the care and support they need to have the best start in life."

EYFS Statutory Framework 2025



# INTRODUCTION

Welcome to St Mary's Infant School's SEND Information Report



At our school, every child is valued for who they are. We believe that all children should feel happy, included, and confident in their learning.

Some children may need a little extra help at times, and this report explains how we support them so they can thrive.

We work closely with children, families, teachers, and specialists to make sure every pupil gets the right support at the right time. Whether a child needs help with learning, communication, physical needs, or emotional wellbeing, we are here to listen and to work together.

Our aim is simple: to help every child feel safe, included, and able to achieve their very best.

If you have any questions or want to talk about your child's needs, we are always here to help.



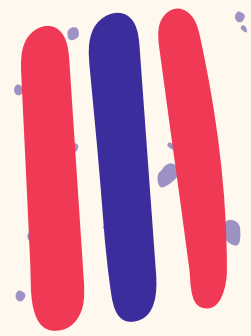
# HERTFORDSHIRE LOCAL OFFER

follow the link for further  
information on all services available  
to you in Hertfordshire



**SEND**  
**0-25 years**

Hertfordshire's Local Offer



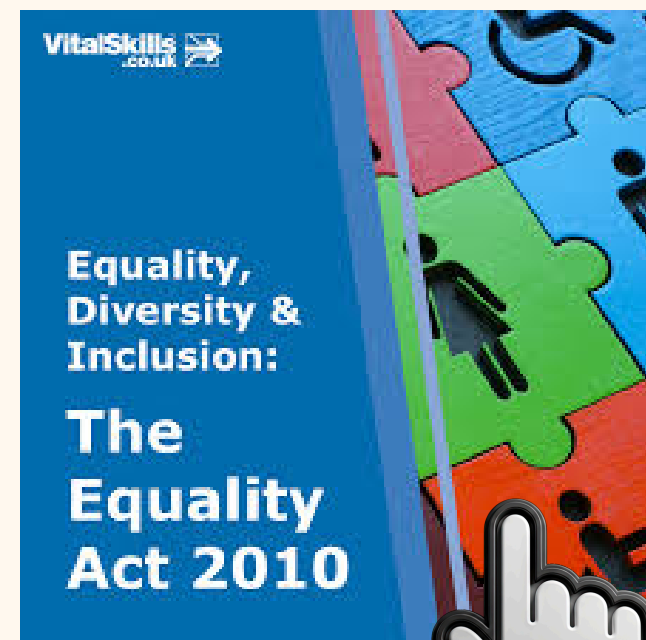
# LEGISLATION

The young person's guide to  
the Children and Families Act  
2014

September 2014

This information and related policies comply with the legislation;

- SEND Code of Practice 0-25 (2015)
- Equality Act (2010)
- Part 3 of the Children and Families Act (2015)
- The Special Educational Needs and Disability Regulations (2014)



# NAVIGATION

LEGISLATION

AREAS OF  
NEED

WHO DO  
I TALK  
TO?  
TEACHER

WHO DO  
I TALK  
TO?  
SENCO

PARENT  
PARTNERSHIP

APDRS

EHCPS

CHILD'S  
VOICE

TRANSITIONS

SUPPORT  
IN CLASS

ADAPTATIONS

STAFF  
TRAINING

SPEECH  
THERAPIST

EXTERNAL  
PROFESSIONALS

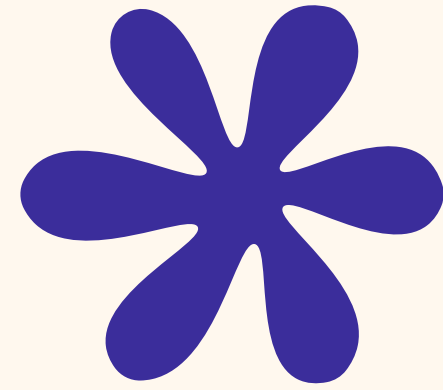
ACTIVITIES

EMOTIONAL  
WELLBEING

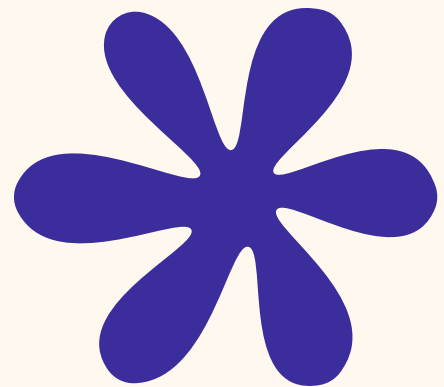
LOCAL  
OFFER

COMPLAINTS

# 4 BROAD AREAS OF NEED



The SEND Code of Practice: 0 to 25 years describes four broad areas of need. However, the purpose of identification is to work out what action the school needs to take, not to fit a child or young person into a category. In practice, individual children or young people often have needs across several or all of these areas, and their needs may change over time.



## Cognition and learning

Could include:

- specific learning difficulties (SpLD), e.g. dyslexia, dyscalculia
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD)
- profound and multiple learning difficulty (PLMD)

## Social, emotional and mental health difficulties

Could include:

- attention deficit hyperactivity disorder (ADHD)
- anxiety disorders
- mental health issues

## The four broad areas of need

## Communication and interaction

Could include:

- speech, language and communication needs (SLCN)
- autism
- social communication difficulties

## Sensory and/or physical needs

Could include:

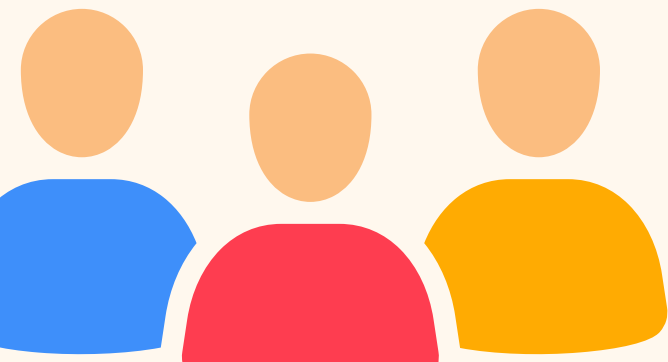
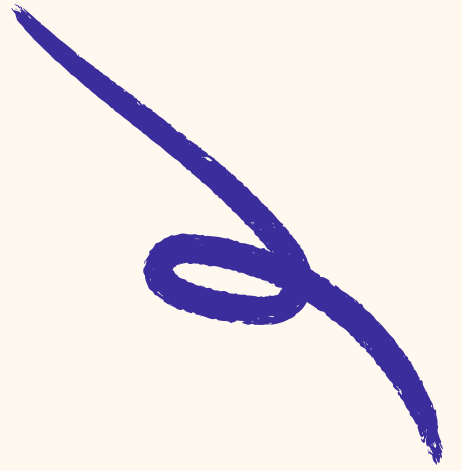
- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

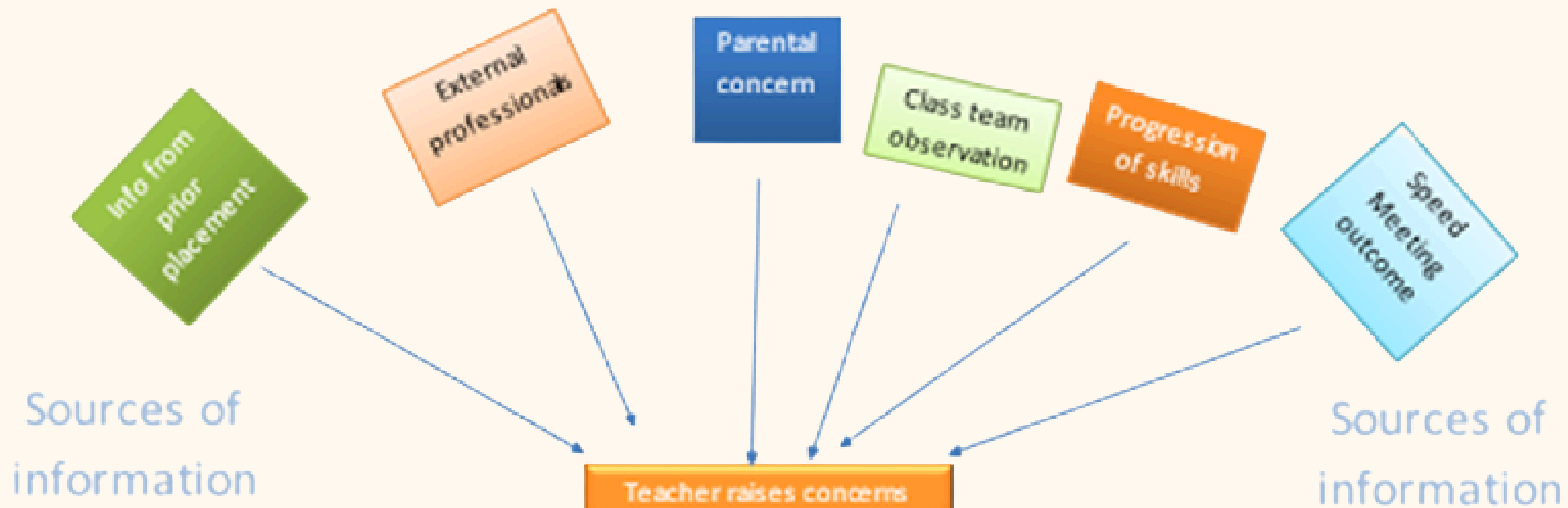
# IDENTIFYING SEND

We get to know our children really well. Sometimes a child may need a bit more support, and this can be spotted in different ways. Parents, carers, teachers or teaching assistants might notice something during learning or play that makes them think a child needs extra help.

We identify SEND needs in a variety of ways, some of which are outlined below

- Observations
- speaking with parents and carers
- Class based assessments
- Target setting and Progress Monitoring
- Diagnostic Assessments such as Phonological Awareness Assessments / Blanks Levels / Strengths and Difficulties Questionnaires
- Working with external professionals
- Listening to the child





Teacher raises concerns with SENCo

SENCo & Teacher meet informally to share information & arrange for informal observation

SENCo observes pupil in class

Informal act gathering

Informal fact gathering

SENCo & Teacher meet  
Discuss outcome of observations, agree possible Category of need OR Return to general cohort



Initial Assessment

Observation by SENCo

Initial Assessment

Discharge



Extend review process

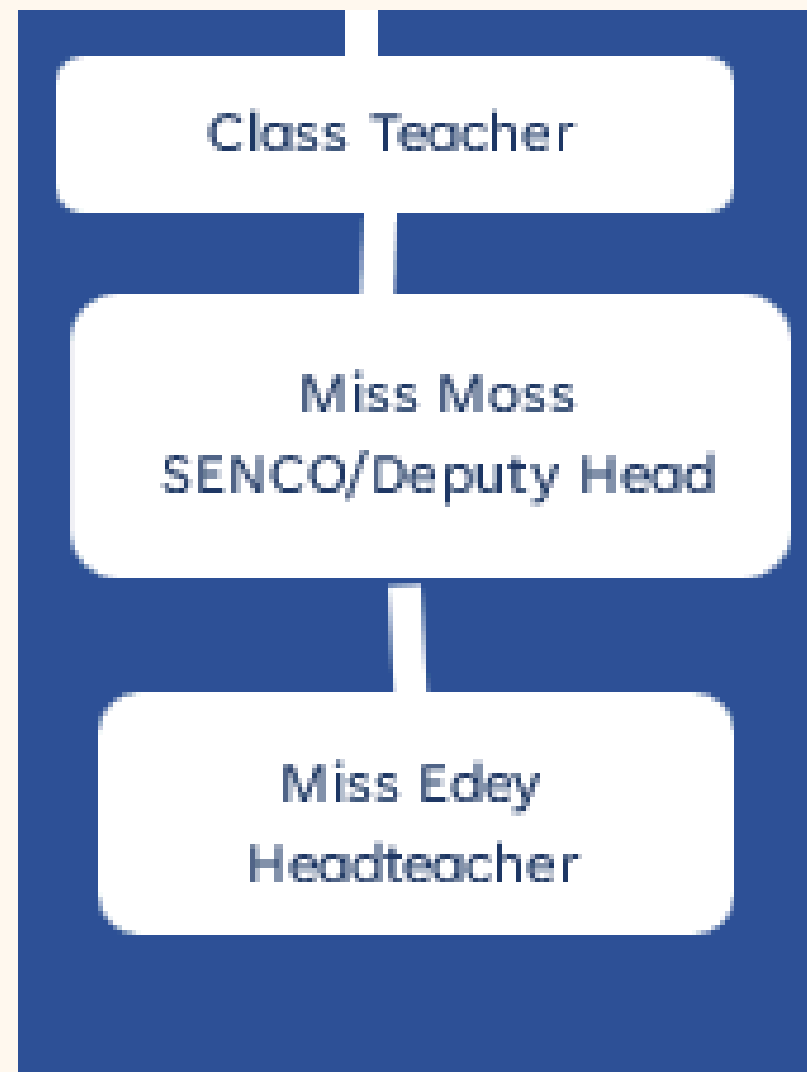
Add to SEN Register

# CLASS TEACHERS



ClassDojo

Your child's class teacher is the best person to speak to first if you ever have any worries or questions about their learning. They know your child well, see them every day, and can quickly talk through any concerns with you. We're always here to listen and work together to make sure your child feels happy and supported in school.



# SENCO

Miss M Moss

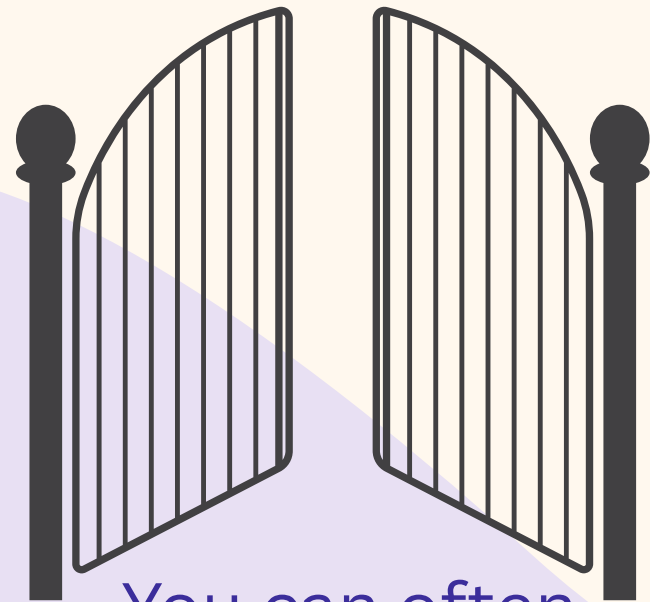


[senco@stmarysinfants.herts.sch.uk](mailto:senco@stmarysinfants.herts.sch.uk)

01462 892347



**ClassDojo**



You can often speak to Miss Moss on the front gate at the beginning or end of the day.

**Working Pattern:**

**Full Time with 3 days allocated to SEN and Pupil Premium**

*Please refer to the school's communication policy in regards to expected time frames for responses to queries.*



# PARENT PARTNERSHIP

We work closely with parents and carers to support each child's learning. You are always welcome to speak to your child's class teacher if you have any questions or concerns.

We hold Parent Consultations in the Autumn and Spring, and every child receives an annual report.











# APDRS

## ASSESS PLAN DO REVIEW

Children on the SEN register meet with their class teacher or the SENCo at least three times a year to review their support plan (APDR) and set new targets.

Parents and children can share their views and suggest changes before targets are agreed together.

At St Mary's Infants School, APDRs are reviewed in October, February and May.

Child's Name		Class Teacher		ADPR Number	
ADPR Cycle Start Date		ADPR Cycle Review Date			
<b>Assess</b> 	<b>Plan:</b> Targets, expected outcomes and timescale   	<b>Do:</b> Strategies to try and adaptations to teaching. How? When? Who? Where?   	<b>Review:</b> include evidence and observations... (RAG key below) 		

# EHCPs

The image shows a screenshot of a form titled "My Education, Health and Care Plan". At the top, there are logos for "Education" (a green square with a white sheep), "Health" (a pink figure), "Education, Health and Care Plan" (a blue square with a white sheep), and "Mark College" (a blue square with a white sheep). Below the logos, the title "My Education, Health and Care Plan" is centered. Underneath the title, the text "My name here" is centered. Below that, there is a box with the text "Add your name here" and "This is the name of the person who is responsible for the plan and will be the main contact for you." Below this box, there are two input fields: "Date of last full EHCP plan:" and "EHCP plan number:". The form is overlaid with a large, faint watermark that says "SAMPLE".

**If your child has an Education, Health and Care Plan (EHCP), you will also be invited to an Annual Review meeting each year, or twice a year if your child is in Reception.**

**Your child can contribute to these reviews in a way that suits them.**

# CHILD'S VOICE

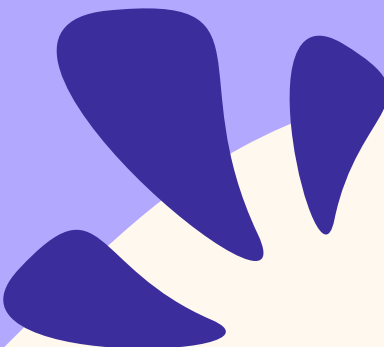
It is essential that your child is at the centre of decision making. The code of practice states that schools **must** have regard to the views, wishes and feelings of the child or young person.

Even very young children with SEND can make their wishes and feelings known when they are observed in the classroom and we take the children's views into account in this way.


School staff will support families to gather pupil voice which feeds into APDRs. For children with EHCPs or applying for ECHNAs school staff may use the Hertfordshire's 'This is Me' document to gather their views (pictured).



Question	Response (guidance notes in grey which can be deleted)
My Name is *	
Name to be called *	
Last EHCP or annual review *	
Add a Picture or self portrait of yourself *	(Insert Image here if using word – or add a separate page)
How I would describe myself - my 'funny' 'cheeky' *	(Don't forget you can take pictures for this, do drawings, id feelings on a communication board, put a video link on here transcript) What would your family and friends say that they like about you?
The important people in my life are *	(Insert names or drawings here – don't forget if you use a name sure to include the relationship to you / the child e.g. Ra ra is brother) Who do you live with? What do you enjoy doing with your family? Who helps you? Who do you talk to? Why are they important? Who are you friends? Do you find friendships difficult?



# TRANSITIONS



## Starting at Our School

We help all children settle in happily. Before joining, children can visit the school, and those with SEND may have a gentle, phased start. Our EYFS team and SENCo talk with nurseries and families to make sure we understand each child's needs. Some children may also receive a simple photo book or extra quiet "settle sessions" to help them get to know the school.

We work closely with parents to make sure any care or health plans are ready before your child starts.

## Moving to a New Class

Children meet their new teacher in the summer term. Those who need extra support get an enhanced transition, including photos and extra visits.

## Moving to a New School

We share all SEND information with the new school and talk with their staff so they understand your child's needs. Children moving to St Mary's Junior School have extra visits, and families of children with more complex needs are invited to a transition meeting.

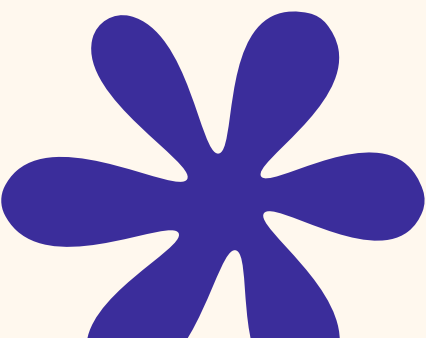
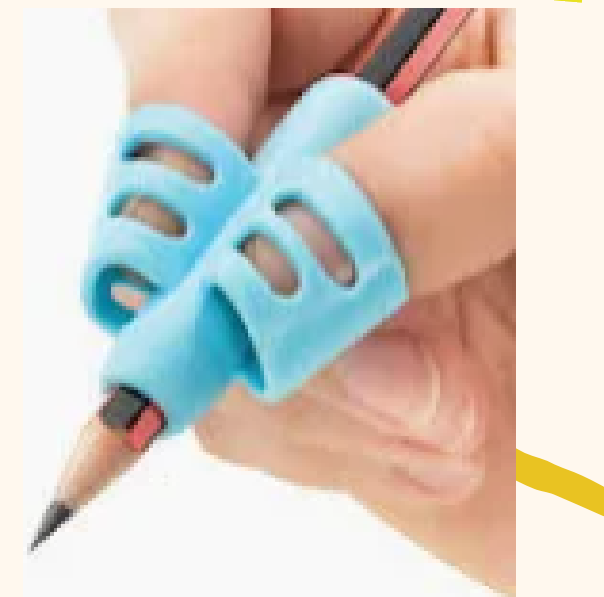
# SUPPORT IN CLASS

We always start by giving children high-quality teaching in the classroom. If a child needs extra help, we make reasonable adjustments so they can take part and learn well.

Some children also join small-group or 1:1 sessions, such as speech and language work, phonics support, maths support, sensory circuits, nurture groups or emotional-regulation tools and activities.

All interventions are evidence based.

We follow the Assess, Plan, Do, Review cycle to check what is working and to make sure each child gets the right support to make progress.





# ADAPTATIONS

We want every child to access learning in a way that works for them. Our Accessibility Plan helps us make sure the curriculum, the school building and information are as easy to access as possible for everyone.

In class, teachers use strategies like scaffolding, colourful semantics, pre-teaching, and dual coding (using words and visuals together) to support children's understanding.

We also make physical adaptations where needed, such as specialised seating, chair lifts or other equipment to help children move around safely and comfortably.

We review our plans regularly to keep our school welcoming and accessible for all.



accessible  
changing




stair lift

# TRAINING

- SENCo attends termly SEND briefings and local SENCo meetings
- SENCo trained in basic SPLD diagnostic literacy assessment
- Specialist Speech & Language TA trained in ELKLAN, WELLCOMM, NELI
- SEND TAs trained by NHS Speech therapy team
- ACHIEVED School Herts NHS Shining Communication Award
- School employ an accredited private speech therapist
- All staff trained in Word Aware
- Mental Health Lead completing DfE-approved training
- Staff trained in Zones of Regulation, Trauma & Attachment, Therapeutic Approaches to Behaviour (TAB)
- Staff receive healthcare training (anaphylaxis, asthma, epilepsy) and paediatric first aid
- SENCo trained in Protective Behaviours
- Four staff trained in gastro-tube feeding and suctioning
- SENCo has Level 1 British Sign Language Accreditation





# SPEECH THERAPY

Meet Shona!

Shona is an accredited Speech and Language therapist who runs 'Sparks Speech and Language'.

We employ Shona to work with us alongside our NHS colleagues.

Shona spends 6-12 days a year (caseload dependent) with the school completing assessments, reviews, therapies and training for staff and guidance for parents.



# EXTERNAL PROFESSIONALS

Some of the Professionals We Work With

- North Herts Primary Support Service (NHPSS)
- Specialist teachers for Communication & Autism
- Specialist teachers for Early Years
- Specialist teachers for Visual or Hearing Impairment
- Special School Outreach
- Educational Psychologist
- Speech & Language Therapist
- School Nurse team
- Occupational therapist
- Physiotherapist
- NESSie (Emotional Health in Schools)
- Art/Play Therapists
- Beezee Bodies
- Family Support Worker

We always talk with parents/carers first and ask for permission before contacting any professionals.

Let's  
Grow  
Together

# ACTIVITIES



## Trips, Activities and Inclusion

- We plan all trips and activities so every child can take part.
- We talk with parents/carers to make any needed adjustments.
- Medical support is arranged when required.
- Children with Health Care Plans have clear trip guidance agreed with families and medical teams.
- Children with SEND join the same activities as their peers, with extra support added when needed so they can take part safely and confidently.

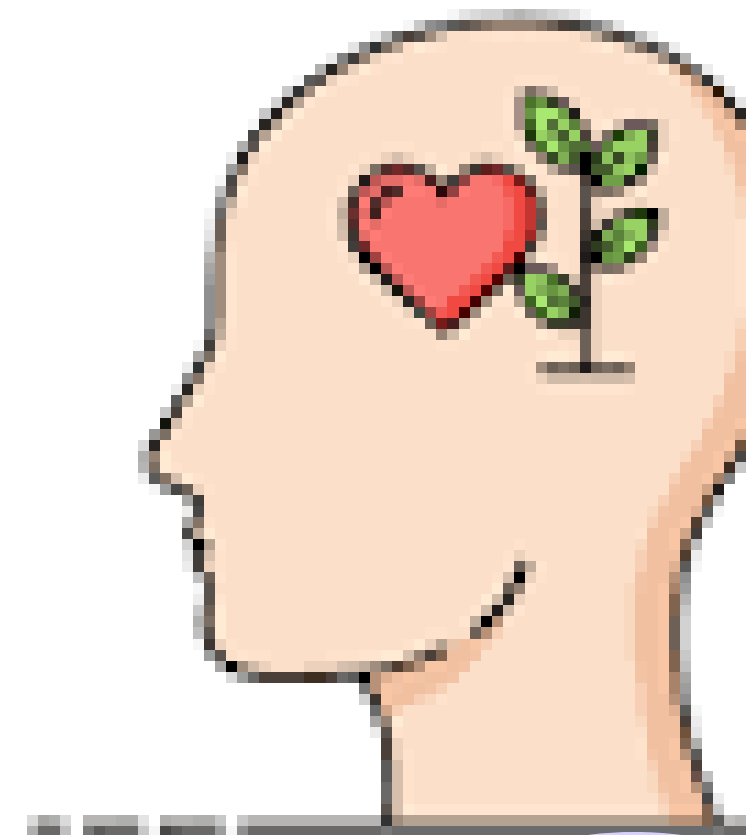
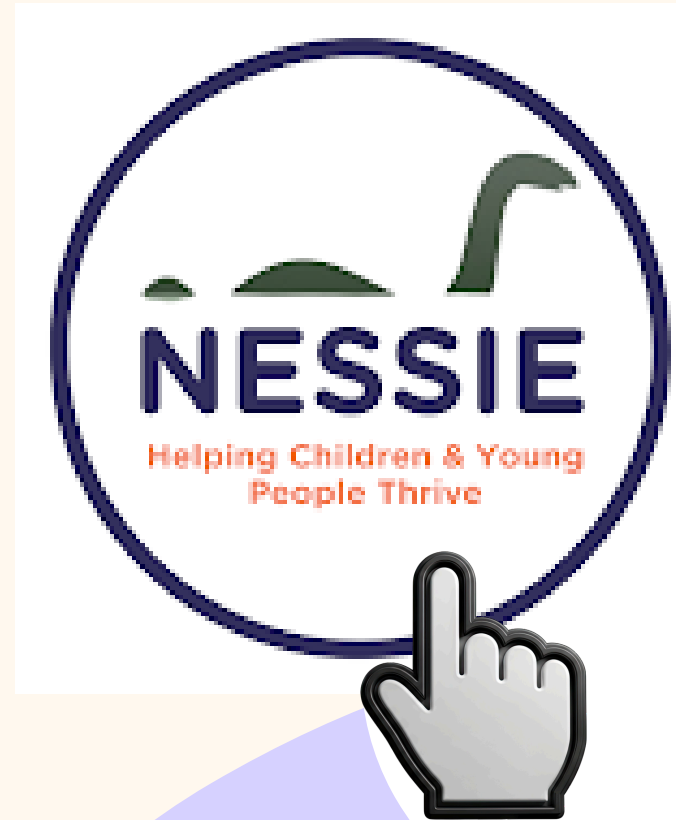




# EMOTIONAL WELLBEING

## Wellbeing and Behaviour Support

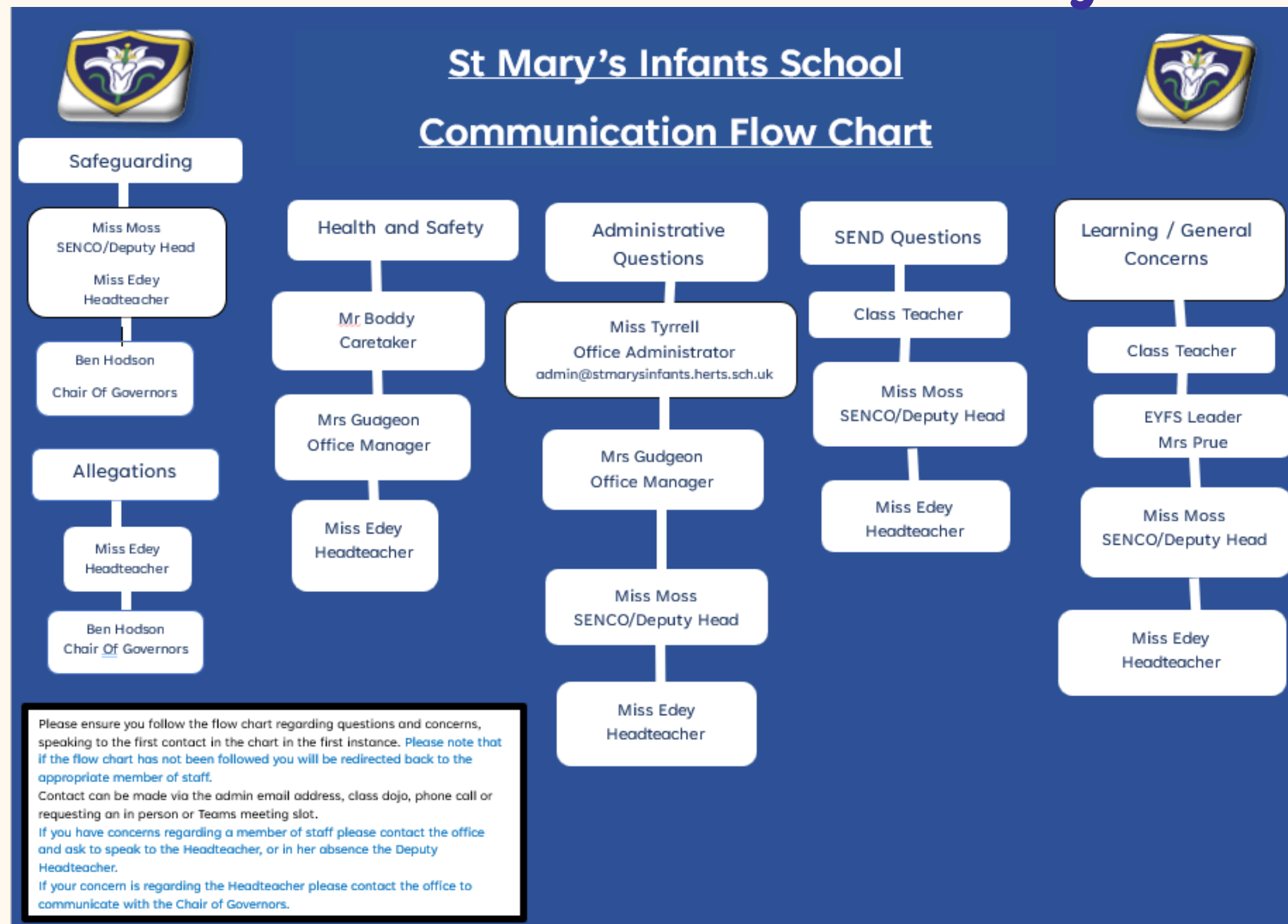
- All staff are committed to children's wellbeing and teach our Christian values (e.g. trust, friendship, respect) every day.
- We follow the Jigsaw PSHE curriculum and use Protective Behaviours and NSPCC Pantosaurus to help children learn how to stay safe.
- We use a therapeutic approach to behaviour (TAB) and Zones of Regulation in every classroom to help children understand and manage their feelings.
- We have a pastoral support adult and a Mental Health Lead who offer 1:1 or small-group support for children who need extra help.
- If a child needs more specialist emotional support, we may work with services such as NHPSS or NESSie, always in partnership with parents/carers.
- Children with medical needs have an Individual Healthcare Plan, agreed with families, to ensure they are safe and supported in school.





# COMPLAINTS

If you have a complaint regarding provision made at the school please refer to the school's communication flow chart and complaints policy by clicking the link below.



[complaints policy](#)

