



Special Educational Needs Information Report

Approval date: December 2024

Review date: December 2025

Our Christian Vision

Learning, Loving, Living in God's Family.

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



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Our Christian Vision is that as part of God’s faithful and fruitful family, we start as seeds, and from our roots in learning, loving and living we branch out and grow into flourishing trees.

Our vision mirrors that of the Parable of the Sower (Matthew 13:1-13). In the story the seed is God’s word. The seed takes root and grows in the fertile soil. We are like the seeds flourishing in our rich learning at St Nicholas School.



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Special Educational Needs Information Report 2024-2025

St Nicholas Primary and Nursery School Stevenage is a one form entry, Church of England Primary School. At St Nicholas we strive to unlock the hidden treasures within each child in a happy, safe and caring Christian environment. Through nurturing and motivation, we strive to shape confident, creative and independent learners, who embrace Christian values, and who will become responsible, compassionate and inspirational members of society. We support children with a wide range of needs across our school, we currently have 14.9% of children on our SEN register, this is compared with the national average of 16.6% (January 2023). We work closely with families and regularly ask for their views and feedback on our processes. Parents and carers of children with SEND have supported us to write this report and to review our SEND policy.

How does the school know if children need extra help?

There are a variety of ways in which staff may identify a child as needing extra help:

- Before joining St Nicholas School, staff will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support. This applies to all children whether starting Nursery, Reception or mid-year.
- An outside agency such as the Speech and Language Therapy Service, School Nurse or Early Years Transition Worker may inform us about your child's additional needs.
- Once children join St Nicholas School, teachers continually track and monitor their progress through regular assessments. Termly pupil progress meetings are held between teachers and senior leaders to discuss each pupil and any support they may need.

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- If at any time the class teacher is concerned about your child's progress or needs, they will discuss their concerns with you and, if necessary, consider if your child would benefit from any extra support. We use pupil voice regularly, to seek the views of the children about how they are doing and how they like to be supported in school.

What should I do if I think my child may have special educational needs?

In the first instance talk to your child's teacher who should be the first point of contact for raising any concerns. You can also contact the school's Inclusion Leader, Miss Ellie Onur (eonur@stnicholas120.herts.sch.uk).

How will staff support my child?

Firstly, all levels of learning are planned for and differentiated for within class to ensure that all children can access the learning. This is the responsibility of all class teachers. High quality teaching is targeted at any areas with which a child may need support.

In some instances extra provision is provided during the day in which gaps in learning can be addressed, in the form of interventions. Where the 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 interventions. The length of time of any intervention will vary according to need. Interventions are regularly reviewed by all those involved to ascertain the effectiveness of the provision and to inform future planning.

All of our learning environments consider and provide for the needs of our children. The learning environments and teaching methods are routinely adapted to meet the needs of children, in some cases we may use personalised visual timetables, now/ next boards, sensory items and suitable workstations within the classroom to assist in enabling children to access the

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curriculum. Calming spaces are used in classes to provide a safe space for children to be supported to regulate their emotions or have a sensory break which helps them to refocus and be more ready to learn. We may also provide additional equipment and resources, such as a writing slope, pen/pencil grips, and wobble cushions or other sensory equipment to support your child's needs.

Occasionally a child may need more specialist support from an outside agency such as the Children's Speech and Language Therapy Service, Specialist Advisory Teacher Service, CAMHs, or Educational Psychologist etc. Referral forms are completed with parents/ carers and the child, if appropriate, before being forwarded to the appropriate agency.

There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored. Parents are regularly informed of the areas of need to address for their child. At any point, parents can speak to the class teacher or Inclusion Leader in addition to any planned consultations.

How will I know how my child is doing?

We work closely with parents/ carers and encourage parental involvement in supporting us with ensuring that children reach their full potential. Regular opportunities to discuss progress are provided throughout the year with termly parents' consultation evenings to discuss how your child is doing in class. Children with SEND are also supported through a process of 'Assess – Plan – Do – Review' where particular outcomes are set and worked towards, parents and the child will be included as part of the process and will be invited to attend regular meetings to review these.

The cycle is outlined in more detail below:

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Assess: Where a child may be experiencing a problem or not making progress, his/ her needs are analysed using a range of data and information. A need may be identified by a member of staff, parent or child.

Plan: Parents, pupils and teachers will meet to plan a way forward. A range of adjustments to remove barriers to learning may be made in the classroom or a targeted intervention plan put into place. The personal provision plan (PPP) will have targets and a set review date.

Do: The execution of the plan is the responsibility of the class teacher. Where the intervention involves 1:1 teaching or group work away from the main teacher, the class teacher is still responsible for the implementation of the plan. The person running the intervention is required to record notes about the progress in the sessions in order to track progress.

Review: The plan is reviewed on the agreed date to see how effective it has been, using information gathered throughout the process. Pupils, parents and staff are all consulted. This information will determine what action, if any, needs to happen next.

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Parents can communicate with their child's class teacher at any time (to make an additional appointment to see your child's class teacher, please see them at the end of the day or leave a message in the school office). For some children a home-school communication book or email can be used to ensure that there is close contact between school and home.

How will learning provision be matched to my child's needs?

Each child's education will be planned by the class teacher and will be differentiated to suit the child's individual needs to enable them to access the curriculum more easily.

If appropriate a member of staff may be allocated to work with a child one to one or in a small group. This will enable more specific needs to be targeted. Additional specialist equipment will be provided where required. Regular assessments are carried out to ensure that the needs of all children are met. If your child has a special educational need there will be an Assess, Plan, Do, Review Personal Provision Plan in place, there are termly meetings between staff and parents/carers to discuss your child's targets and support in place.

What support will there be for my child's overall well-being?

The Mental Health and wellbeing of all children and staff is a priority at St Nicholas School. Our Mental Health and Well-being Lead is Miss Ellie Onur who is responsible for signposting children, families and staff to both external and internal support.

Staff are trained in Level 1 Mental Health Awareness as well as Attachment and Trauma training. The 'Zones of Regulation' is used across the school which helps to support children to identify and self-regulate their feelings.

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Parents have been made aware how they can use these strategies at home. We are also advocates of the '5 Ways to Wellbeing,' and promote this across the school.

During February the school takes part in Hertfordshire's 'Feeling Good Week' with special activities and lessons which focus on mental health and well-being. Our SEN/ Pastoral support TA runs intervention programmes which promote self-esteem, team building, social skills etc.

Our school also has a designated Education Mental Health Practitioner (EMHP) who provides a range of services tailored for our school. Our school's EMHP works with parents or carers for children who have are struggling with behaviour, anxiety or phobias. Our EMHP supports children with mild to moderate mental health difficulties and can to signpost to other services where a higher level of support is required. Our EMHP also offers group work / workshops for pupils around emotions and confidence.

Our school also has access to a Family Support Worker who can support children and families with a wide variety of difficulties. For some children it may be necessary for our Inclusion Leader Miss Onur to work with parents to make a referral to access a specialist support service.

Pupils with medical needs

Miss Onur is the designated person responsible for supporting children with medical needs. 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.

First aid training, including paediatric first aid, is regularly updated. Specific

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health care training such as Epipen training is delivered annually (or as required) by a healthcare professional.

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

Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions put in place by the school. When children's needs are identified, support and action is put in place as quickly as possible. In addition to the expertise of staff within the school, we may access the following outside agencies:

- Educational Psychologist
- Herts Integrated Services for Learning (ISL) – specialist teachers including for Autism and Communication Needs; Visual Impairment; Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia); Hearing Impairment; Physical and Neurological Impairment)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS) or Step 2
- Nessie therapeutic services
- Special School Outreach
- DSPL 2 Behaviour Support
- School Nursing Team
- School or DSPL Family Worker

This list is not exhaustive and some services require a referral through your GP.

What training have the staff supporting children with SEND, had or are having?

The Inclusion Leader has completed the National SENCO Award and keeps updated on all the current legislation for SEND. Training for the Inclusion

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Lead, teaching staff and support staff is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date knowledge of SEND issues.

All staff are trained in Safeguarding and designated members of staff (Head teacher and Deputy Head teacher) for safeguarding concerns.

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

Parent's Evenings are held each term to keep parents fully informed of their child's progress. Parents are also involved in assess, plan, do review meetings each term, where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are set one piece of homework regularly each week which will involve spellings, Maths, English or topic work so that parents are able to see what their children are able to achieve independently and support them if necessary. Homework is differentiated so that all children can achieve success. Children are expected to read each night as well, their books are changed three times a week. Parents are kept informed by email or the school website about the curriculum for the year. Parent workshops are also run to help parents with supporting their children at home.

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

All parents/carers are encouraged to contribute to their child's education through:

- Parent consultation evenings in the Autumn and Spring terms.
 - Discussions with the class teacher.
 - Discussions with the Inclusion Leader or outside professionals
- If a specific need has been identified and advice sought from an outside professional, additional meetings may sometimes be arranged with these professionals in school.

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- If your child has a special educational need with a personalised provision plan in place, there are termly assess, plan, do, review meetings between staff and parents/carers and children to discuss your child's progress, targets and provision.

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

Activities and school trips are available to all children. Risk assessment are carried out and procedures are put in place to enable all children to participate. Adjustments and additional arrangements will be made dependent on your child's individual needs.

If a health and safety risk assessment suggests that an intensive level of one to-one support is required, a parent/carer may be asked if they would be happy to accompany their child during the activity/trip in addition to the usual school staff.

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. St Nicholas School is a single storey building and has a disabled entrance. Specialised equipment is provided where appropriate for children with SEND 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.

Who can I contact for further information?

The school has an Inclusion Leader who can be contacted by email eonur@stnicholas120.herts.sch.uk and is available to meet parents if you have any concerns about your child. You may feel it is more appropriate to

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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. In the first instance you are encouraged to discuss with the class teacher or Inclusion Leader, or the Head teacher when necessary.

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?

We understand that joining and moving schools can be a stressful time. Therefore, many strategies are in place to enable your child's transition to be as positive as possible.

To ensure a smooth transition to and from the school, we liaise with your child's previous / future setting prior to them joining/ leaving. This may occur in a number of different ways:

- Nursery staff make home visits for children joining the Nursery class.
 - Reception staff visit pre-schools and Nurseries.
 - For children joining mid -year, the Inclusion Leader will phone the previous setting to discuss the child's needs.
 - Paperwork from previous settings is passed onto the school. Equally, we pass required paperwork to new schools.
 - In some cases, there will be meetings held for parents and staff prior to the child joining the school. These may be attended by other outside professionals as required.
 - When children move onto secondary school, the Year 6 teachers have discussions with a member of secondary school staff to talk about each child's needs. The Inclusion Leader will also be in contact with the secondary school's SenCo to discuss the children with SEND.
- For transitions within school, meetings between staff are held to ensure a positive handover from one year group to the next. Children have the opportunity to meet with their new teacher and visit their new classroom as part of the whole school transition programme.

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- Personalised transition programmes may also be put in place for individuals and groups of children to enable a positive move from one school to another or from one year group to another. These may include additional visits to a setting and a photo/transition book. We may also access transition support provided by external agencies such as the Stevenage Education Trust and the Early Years Transition Team.

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

Resources are allocated to pupils depending on their needs, within budgetary constraints. Where possible, this is provided through the resources we already have in school. However, we will sometimes need to ask other services for support.

As part of the EHCP assessment process, parents, school and outside professionals complete a local authority High Needs Funding banding tool which identifies funding to be allocated. In addition to the High Needs Funding allocation as part of the EHCP process, Hertfordshire Local Authority operate Local High Needs Funding (LHNF) which schools can apply for under set criteria. Allocation of LHNF is determined by a DSPL panel. They may decide that further professional input may be more appropriate than a funding allocation.

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, parental views, their own views and consultation with class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last 6-8 weeks before being reviewed, with the emphasis being on targeted effective support to minimise any long term need for additional support.

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How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information regarding the Hertfordshire Local authority offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Our School Offer is a working document. It will be reviewed as new developments, processes and provisions alter and change. It is available on our website.

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