Special Educational Needs and Disabilities (SEND) Information Report

Persons Responsible: Fiona Ajose, Executive Headteacher

Hayley Nicolas, Deputy Headteacher

Sophie Tyler, Inclusion Lead

Hayleigh Baker, SENCo

Policy Reviewed: June 2026

Policy Next Review: June 2027

1. What type of SEND does the school provide for?

Our school provides for pupils with a wide range of needs, including but not limited to:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD) Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) EBSNA Adverse childhood experiences and/or mental health issues
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

2. How will the school know if my child needs SEND support?

Both schools maintain an Inclusion Register to identify pupils requiring additional support. Looked After Children (LAC) are automatically included on this register in line with Federation policy, and the school works in close partnership with the Virtual School to support their progress, attainment and wellbeing.

Children with a diagnosed need will automatically be placed on the school's Inclusion (SEND) register. In addition, children may be identified as having a need during their time at school, as recognised by class teachers or staff through ongoing assessment and observation. A child will be added to the Inclusion register where it is determined that they require provision that is additional to or different from the high-quality teaching (universal provision) ordinarily available to all pupils, in line with the SEND Code of Practice (2015).

Decisions regarding inclusion are made on an individual basis and involve discussion with the Special Educational Needs Coordinator (SENCo), alongside consideration of teacher assessment, parental views, and, where appropriate, the views of the child.

Following identification and placement on the register, appropriate classroom adaptations and adaptive teaching will be implemented to support access to the curriculum. Provision will be delivered through a graduated approach, following the Assess–Plan–Do–Review cycle.

The level at which a child is placed on the Inclusion register will reflect their level of need:

- **Monitoring**: For children at the early stages of identification.
- **SEN Support**: For children requiring targeted support and/or involvement from external agencies (e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy).
- **EHCP**: Children with an **Education, Health and Care Plan (EHCP)** will be recorded at this level.

Children with physical disabilities will also be included on the Inclusion register where their needs impact access to learning.

All children on the register will be regularly monitored through the Assess–Plan–Do–Review cycle to ensure their needs are accurately identified and provision remains appropriate. This ensures that all pupils are supported to achieve the best possible educational outcomes and access the curriculum as fully as possible, in line with the principles of the SEND Code of Practice.

Greenfield

Practitioners closely monitor children's development in line with *Development Matters*, using observation to identify any emerging needs in communication, social interaction, emotional regulation, or engagement. As part of statutory requirements, children aged between 2 and 3 complete a 2-Year Progress Check, providing a summary of development across key areas.

The 2-year check is a two-part assessment involving both health and education professionals. It is typically delivered by the Health Visiting Team (An NHS Health Visitor or community nursery nurse) and the Childcare Provider (The child's Key Person at nursery, pre-school, or registered childminder). These two elements are ideally brought together to provide a holistic view of the child's development, ensuring that both health and educational perspectives are considered. The outcomes are shared with parents and, where appropriate, between professionals to support joined-up working.

If a child is not progressing as expected, the Key Person completes an Initial Concern Form, shares this with the SENCo, and discusses the concerns with parents. Where a child is not meeting expected developmental milestones, a professional meeting may be arranged (with parental consent) to discuss the child's needs and agree next steps.

The SENCo then observes the child within the nursery, working with staff to review progress, behaviour, and development. Where needed, further assessments (such as IALED, Boxall Profile, or sensory profiles) are completed to build a clearer understanding of the child's strengths, interests, and areas for support.

Parents' views are central throughout, and external professionals may be involved with consent. Based on the information gathered, the SENCo decides whether SEND support is required. If so, the child is added to the Inclusion Register and a SEND Support Plan is created, outlining needs, provision, and how progress will be monitored.

Hurst Drive

All class teachers are aware of SEND and closely monitor pupils' academic and social progress across areas such as literacy, numeracy, communication, attention, emotional regulation, and social interaction. If concerns arise or a pupil is not making expected progress, the teacher completes an Initial Concern Form, shares this with the SENCo, and discusses these concerns with parents at an early stage.

The SENCo observes the pupil in different settings, including the classroom and playground, to identify strengths and areas of need. They work with staff to review progress, attainment, and behaviour, while placing strong importance on gathering both parent and pupil views. Families are actively involved in discussions, and pupils are included where appropriate, ensuring their voice helps shape understanding and next steps. With parental agreement, external professionals may also provide additional guidance.

Following this collaborative process, the SENCo decides whether SEND support is required. If so, the pupil is added to the Inclusion Register and a SEND Support Plan is created through provision mapping. This approach reflects the shared insights of staff, parents, and the pupil, ensuring support is personalised, meaningful, and regularly reviewed to monitor progress over time.

3. What should I do if I think my child has SEND?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEND, the first person you should tell is your child's teacher via face-to-face discussions or through contacting the school office. They will pass the message on to our SENCO, Hayleigh Baker, who will be in touch to discuss your concerns. You can also contact the SENCO directly. admin@hurstdrive.herts.sch.uk 01992 624099	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child requires SEND support, we will discuss this with you during a meeting. With your agreement, your child will then be added to the school's inclusion register.

4. Which staff will support my child?

Federation Team

Staff	Role
 Sophie Tyler	Assistant Headteacher for Inclusion
 Hayleigh Baker	SENCO
 Elisa Picone	SEND Assistant

Our special educational needs co-ordinator (SENCO) and Assistant Headteacher for Inclusion

The SENCo (Special Educational Needs Coordinator) plays a key role in ensuring pupils with additional needs receive high-quality, tailored support in line with the SEND Code of Practice. At the Greenfield and Hurst Drive Federation, the SENCo leads identification, assessment, and provision for pupils with SEND, working with staff to embed adaptive teaching and coordinate the assess–plan–do–review cycle.

The SENCo, Hayleigh Baker, is a qualified teacher with nine years' experience, a Master's in Psychoanalytic Developmental Psychology, and the NASENCO qualification (2024). With a background in SEND and alternative provision, she works full-time to ensure consistent, high-quality provision, collaborates with families and agencies, manages EHCPs, and supports staff through training and leadership.

Assistant SENCo Elisa Picone supports SEND coordination, including record-keeping, liaising with stakeholders, and implementing interventions, drawing on her experience in schools and external SEND support services.

The Assistant Headteacher for Inclusion, Sophie Tyler, provides strategic leadership, ensuring a consistent whole-school approach to inclusion. She oversees the effectiveness of interventions and supports all pupils under the inclusion umbrella, including those with SEND, SEMH needs, disadvantaged backgrounds, EAL, and those at risk of exclusion or underachievement. Through collaboration and strategic oversight, she ensures all pupils feel included and achieve their potential.

Hurst Drive Primary School

Pastoral Team			
 Nicky Chanter	Family Liaison & Pastoral Worker	 Nicole Jackson	Pastoral Support
Class-based SEND support			
 Andzelika Khan	Unqualified Teacher and Internal Alternative Provision Lead	 Leeanne Meeks	LSA
 Robyn Alvarez	LSA	 Tamer Calisir	LSA

Greenfield Nursery

Staff	Role		
 Hayley Nicolas	Deputy Head		
Class-based SEND support			
 Claire Wade	Senior Early Years Practitioner Investigators room lead	 Anne Moore	Lead SEND Support
 Leanne Hardy	Learning Support Assistant	 Victoria Smith	Learning Support Assistant
 Vedia Tatti	Early Years Practitioner	 Sarah Giugliano	Learning Support Assistant

5. What expertise and training do staff have to support pupils with SEND?

All staff across both the primary school and nursery receive appropriate training and professional development to ensure they can effectively support pupils with SEND. This includes a comprehensive programme of ongoing CPD for teachers, support staff, room leads, and key persons, alongside targeted training linked to SEND, inclusion, safeguarding, and pastoral care.

We have a team of dedicated SEND staff who are specifically trained to deliver high-quality SEND provision and targeted interventions. Staff are skilled in delivering a range of evidence-informed programmes to support a variety of needs, including:

- Lexia
- Memory Magic
- Lego Therapy
- Colourful Semantics
- Sensory Circuits
- The Curiosity Programme

All teachers, room leads, and key persons receive regular in-house SEND training, and we actively seek opportunities for external professional development to enhance practice. This includes training such as:

- Attention Autism / Attention Bucket
- Social Stories
- Augmentative and Alternative Communication (AAC)

Staff are also supported closely by the SENCo, who provides guidance, coaching, and modelling to ensure inclusive, adaptive teaching is embedded across all areas of the school and nursery.

Where needed, additional targeted or specialist training is accessed to meet the needs of individual pupils. This ensures that staff working directly with specific children are equipped with the knowledge and skills to provide personalised, effective support. Training may include:

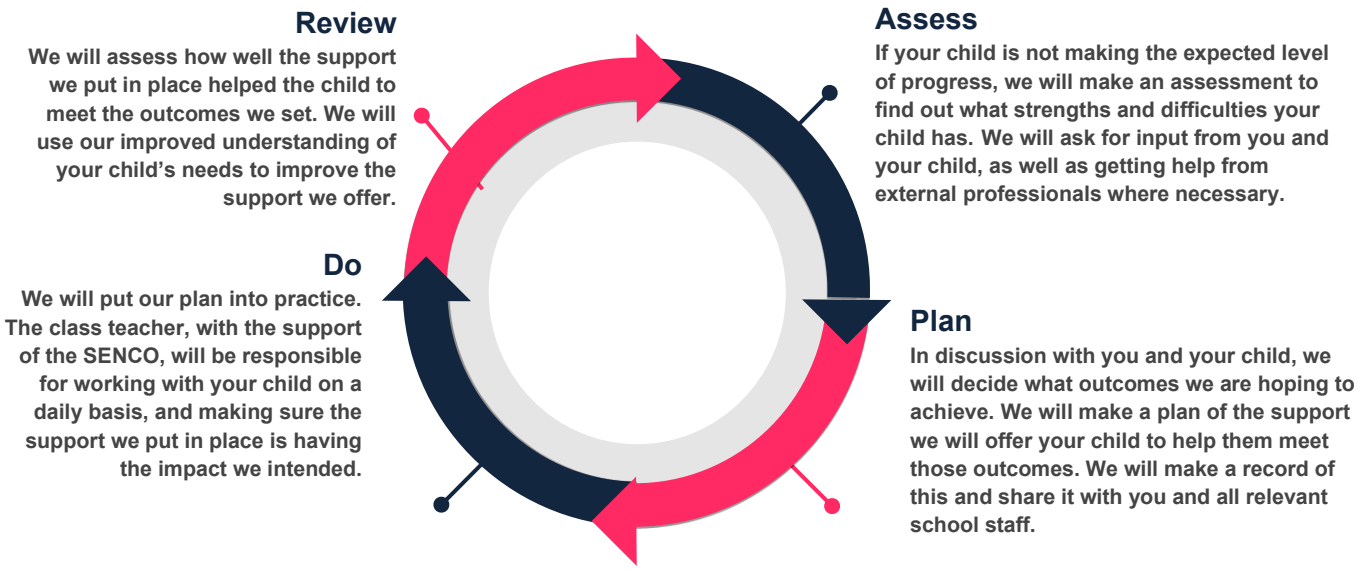
- Autism-specific approaches
- Speech, language and communication strategies
- Use of AAC and visual supports
- Social, Emotional and Mental Health (SEMH) approaches, including emotion coaching
- Physical and medical needs training (e.g. manual handling, intimate care)
- Trauma-informed and attachment-aware practice

Through this strong focus on professional development, we ensure that all staff are confident, skilled, and well-equipped to identify needs early, adapt provision effectively, and support pupils with SEND to achieve their full potential.

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

7. How will I be involved in decisions made about my child's education?

Hurst Drive

Your child's class teacher will meet with you regularly, no less than 3 times a year, as part of the parent consultation process. These meetings provide an opportunity to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Share and celebrate your child's achievements and successes
- Discuss the support we will put in place to help your child make further progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide additional support where appropriate.

We recognise that you are the expert when it comes to your child's needs and aspirations. We aim to ensure that you have a full understanding of how we are supporting your child, so that you can share your views on what works best for them. We also value your input in helping us understand how the support provided in school is impacting your child outside of school.

Following any discussion, we will keep a record of the agreed outcomes, actions and support. If you have any concerns between these meetings, please contact your child's class teacher.

In addition:

- SEND support plans are shared termly, with the option to arrange a meeting if further discussion is needed.
- Parents are welcome to book additional appointments with the class teacher and/or the SENCo at any time.

Greenfield

Your child's key person will meet with you at least once each term during their 'Spotlight Week' to share information about your child's learning and development.

- SEND support plans are shared half-termly.
- Instead of parent consultations, child spotlight meetings take place to share and celebrate progress and discuss next steps.
- Parents can also arrange additional meetings with the nursery team and/or SENCo if needed.

If your child has a SEND support plan, meetings will take place more frequently as part of the graduated approach, ensuring we work closely together to support your child's progress. During these meetings we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide additional support.

For children with an Education, Health and Care Plan (EHCP):

Annual Review meetings are held at least once a year, in line with statutory requirements. For children in Nursery, reviews may take place more frequently (up to twice a year) depending on the level of need. These meetings bring together parents, school staff and relevant professionals to review progress, consider current provision and agree next steps to ensure your child's needs continue to be effectively met.

The EHCP Annual Review is a structured process designed to evaluate how well the Education, Health and Care Plan is supporting your child. The process typically includes:

- **Preparation:** Advice and reports are requested from parents/carers, school staff and any involved professionals (e.g. therapists, educational psychologists) in advance of the meeting.
- **Review Meeting:** All relevant parties meet to discuss your child's progress against outcomes, current provision, and any emerging needs. The views of the child and their family are central to this discussion.
- **Recommendations:** The meeting will agree whether the EHCP should remain the same, be amended, or, in some cases, cease. New outcomes or adjustments to provision may also be proposed.
- **Submission to Local Authority:** Following the meeting, the school prepares a written report summarising discussions and recommendations, which is sent to the Local Authority.
- **Local Authority Decision:** Within statutory timescales, the Local Authority will decide whether to maintain, amend or cease the EHCP and will notify parents/carers of the decision.

This process ensures that the EHCP remains accurate, relevant and responsive to your child's changing needs.

8. How will my child be involved in decisions made about their education?

The level of your child's involvement will depend on their age, stage of development and level of understanding. In line with the SEND Code of Practice, we recognise the importance of ensuring that children and young people are involved in decisions about their support wherever possible. As every child is unique, this will be considered on a case-by-case basis in partnership with you.

We will seek to gather your child's views directly where appropriate. Where this is not possible, their key person or class teacher will contribute their voice by sharing insights into your child's interests, strengths and any challenges, based on their ongoing knowledge and observations.

9. How will the school adapt its teaching for my child?

High-Quality Teaching (Quality First Teaching)

High-quality teaching is the first step in responding to all pupils' needs. We ensure that all children have access to a broad and balanced curriculum at every stage of their education.

Teachers and early years practitioners are responsible and accountable for the progress and development of all pupils in their care, including those with additional needs.

Our approach reflects Hertfordshire's expectations within the Ordinarily Available Provision (OAP) guidance, which outlines the adaptations and reasonable adjustments that should be part of everyday inclusive practice for all children and young people with SEND.

We recognise that there is no "one size fits all" approach. Teaching is adapted on an individual, child-by-child basis to ensure provision is meaningful and effective.

Adaptations in Greenfield

In Nursery, your child's key person takes responsibility for monitoring progress and adapting provision in line with the principles of Ordinarily Available Provision.

Adaptations may include:

- Planning activities based on children's interests and developmental stage
- Small group or one-to-one support
- Flexible, responsive teaching approaches (including child-led play)
- Allowing additional processing and response time
- Supporting communication and language through high-quality adult interaction
- Use of appropriate resources, staffing, and visual supports
- Use of objects of reference or technology where appropriate
- Adult scaffolding to support and extend learning

Adaptations in Hurst Drive

In primary school, class teachers adapt teaching in line with Hertfordshire's OAP expectations to ensure all pupils can access learning.

Adaptations may include:

- **Curriculum adaptations**: modifying content, grouping, and delivery
- **Teaching strategies**: pre-teaching vocabulary, breaking down instructions, reading aloud, and allowing additional processing time
- **Resources and staffing**: including targeted adult support
- **Specialist aids**: such as visual timetables, coloured overlays, larger fonts, or laptops
- **Targeted support**: through one-to-one or small group interventions

Teaching assistants may provide support flexibly, depending on need.

Consistency, Monitoring and Communication

Consistent with the OAP guidance, we work collaboratively to ensure provision is well-coordinated and regularly reviewed.

- Individual learning plans outline pupils' needs, provision, and strategies
- Plans are shared with all staff to ensure consistency
- Learning plans are sent home to support partnership with parents/carers
- Regular review meetings are held with parents/carers
- SMART targets are set and reviewed to monitor progress
- Staff share strategies to ensure continuity and effective support

We work in partnership with parents/carers to agree, review, and adapt provision so that each child can achieve their full potential.

We may also provide the following provisions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Internal Alternative Provision
	Speech and language difficulties	In house (Magic Words) Speech and language therapy NHS Speech and Language Therapy Flash Academy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Standing Desks Lexia Literacy Gold Memory Magic Internal Alternative Provision Colourful semantics Song/story bags
	Moderate learning difficulties	

Social, emotional and mental health	ADHD	Quiet workstation Nurture groups Sensory resources e.g. wobble cushions and fidgets
	Adverse childhood experiences and/or mental health issues	Nurture groups Cosy corners/quiet spaces
Sensory and/or physical	Hearing impairment	
	Visual impairment	Laptops Coloured overlays Visual timetables Larger font
	Multi-sensory impairment	Ear Defenders Sensory resources e.g. wobble cushions, fidgets and weighted blankets Sensory room
	Physical impairment	Adapted musical instruments Sloping desk

These interventions are part of our contribution to Hertfordshire's local offer.

Alternative Provision

The school provides a range of alternative provision to support pupils with additional needs. This includes access to a SEMH (Social, Emotional and Mental Health) resource provision, alongside the nurture provision at Greenfield. These provisions offer targeted support to help pupils develop emotional resilience, social skills, and readiness for learning.

Internal Alternative Provision

Nursery: Investigators | Primary: Birch Class

The Federation operates an Internal Alternative Provision for children with complex Special Educational Needs (SEN), including those identified at SEND Support level or with an Education, Health and Care Plan (EHCP).

This provision offers a highly tailored curriculum designed to meet the individual needs of each child, ensuring that learning is accessible and meaningful. Pupils in Birch Class and Investigators will typically have previously accessed a mainstream classroom but have found this environment too challenging, even with additional support and resources in place.

All pupils are assessed using appropriate frameworks, including:

- M-Scales (Hurst Drive)
- IAELD (Greenfield)

Pupils also maintain links with their mainstream class, accessing it throughout the week where appropriate to support inclusion and familiarity.

The provision is led by qualified and specialist teachers with expertise in supporting pupils with complex needs. The SENCo and Assistant Headteacher for Inclusion oversee the provision and support staff in planning and delivering effective, appropriate teaching and support for all pupils. The SENCo also liaises with external professionals, such as specialist advisory teachers and the School Education Advisor, to ensure that the Internal Alternative Provision remains high quality and meets expected standards.

Intended Outcomes

- For pupils with SEND to access learning in ways that are appropriate and achievable for them
- To enable pupils to make small, meaningful steps of progress in key areas, for example:
    - developing from single words to short phrases in communication
    - increasing attention span during adult-led activities
    - following simple instructions independently
    - engaging in turn-taking or shared play with peers
    - improving fine or gross motor skills (e.g. holding a pencil, climbing, balancing)
    - managing transitions between activities with reduced support
- To support pupils in becoming more settled and secure within the school environment
- To develop pupils' confidence, engagement, and readiness for learning
- To support pupils in bridging gaps in social-level access, including building relationships, understanding social cues, and participating in group activities

Purpose

The overarching aim of the Internal Alternative Provision is to support pupils towards successful reintegration into mainstream learning environments, where appropriate, by addressing their individual needs and building their capacity to access learning more independently.

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Internal pupil progress meetings

11. How will the school resources be secured for my child?

At the Greenfield and Hurst Drive Federation, early identification and support for children with additional needs is a key priority. It may be that your child's needs mean we need to secure extra provision, such as additional equipment or facilities, increased teaching assistant support, further training for our staff, or input from external specialists. In these situations, we will work in partnership with external agencies to gather advice and recommendations on how best to support your child in accessing their learning. The federation will meet the costs of provision up to £6,000. Where support required exceeds this level, we will work with the local authority to apply for additional funding.

Within the Early Years Foundation Stage (EYFS), we may access Inclusion Funding to support children with emerging needs who require provision that is additional to or different from what is ordinarily available. This funding enables us to put in place early intervention, adapt the learning environment, and provide targeted support so that all children can access learning, participate fully and make progress.

Where a child's needs are more complex or require further specialist input, we may seek additional support through Specialist Funding, often following advice from the Inclusion Development Officer (IDO) or Specialist Advisory Teachers (SAT). Tier 1 funding supports us to deliver targeted provision with clear outcomes and regular review, where needs can be met through additional interventions as part of the graduated approach. Tier 2 funding is used where children have more significant or longer-term needs, requiring sustained support, specialist advice and a higher level of provision to achieve their identified outcomes.

In addition, as a federation we may access Focused Intervention Funding to support pupils with identified SEND who require targeted, time-limited interventions to support progress. This enables us to provide evidence-informed interventions, additional adult support where appropriate, and specific strategies to address barriers to learning. This forms part of our graduated approach and supports us in delivering inclusive practice, including supporting children as they transition from early years into school.

All funding is allocated directly to the federation, not to parents. It is our responsibility to ensure that this funding is used effectively to plan and deliver provision that meets each child's individual needs, and to monitor the impact of this support through regular review.

12. How does the school involve external agencies to support pupils with SEND?

The school works in partnership with a wide range of external services to support pupils with SEND, their families, and to further develop staff expertise. These services provide both direct support for children and professional guidance to ensure high-quality provision and effective outcomes.

External services we work with include:

- Educational Psychology Service
- Speech and Language Therapists (SALT)
- Specialist Advisory Teachers (e.g. autism, sensory needs, hearing or visual impairment)
- Behaviour Support Services
- Early Years Inclusion Teams
- Health professionals, including GPs, paediatricians, school nurses, and health visitors
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care and other Local Authority (LA) support services
- Family Centres

Through these partnerships, we ensure that pupils with SEND and their families receive timely, specialist support. This collaborative approach strengthens provision across the school and nursery, helping all pupils to access learning, develop confidence, and achieve their full potential.

13. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Most of our extra-curricular activities and school visits are available to all pupils, including our before and after-school clubs, where it is appropriate, to meet the pupil's individual needs safely and successfully. Our SENCO can also signpost families to suitable external clubs and activities where appropriate.

All pupils are encouraged to participate in school trips, including residential visits, where appropriate. In some cases, parents or carers may be asked to attend or support school trips to help ensure that their child can access the experience safely and positively.

All pupils are encouraged to take part in sports day, school plays and special workshops, with reasonable adjustments made where needed to support participation.

No pupil is excluded from taking part in these activities because of their SEN or disability. We will make reasonable adjustments wherever possible to ensure pupils can be included appropriately and successfully.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Greenfield

When a nursery application indicates that a child may have Special Educational Needs and/or Disabilities (SEND), this is carefully reviewed by the Senior Leadership Team in line with the school's inclusive admissions policy. Priority is given to early identification to ensure that appropriate provision and support can be planned from the outset.

The school works in close partnership with parents and carers to develop a detailed understanding of the child's strengths, needs, and any existing support arrangements. This may involve meetings with families, liaison with previous early years settings, and—where consent is given—gathering information from external professionals. In some cases, staff may visit the child's current setting to observe them and identify effective strategies already in place, ensuring continuity of support.

As part of the school's inclusive practice, all children are invited to attend a nursery visit prior to admission. For children with SEND, this is particularly valuable in enabling staff to build early relationships, observe the child within the environment, and assess any adaptations needed to provision, staffing, or resources. Places are offered where the school is confident that needs can be met with appropriate support. Where necessary, further discussions are held with families and professionals to ensure a coordinated and well-planned approach.

Transition arrangements are personalised and flexible, particularly for children with SEND. Families are invited to stay-and-play sessions and a home visit is carried out to strengthen relationships and gather important information. Additional transition visits can be arranged to support a gradual and positive start. Throughout the settling-in period, staff maintain close communication with families, adapting routines and provision as needed to ensure that every child feels secure, included, and supported to thrive.

For Hertfordshire County Council Admissions information to Hurst Drive School, please click here: Hurst Drive Admission Rules

13. How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities are not treated less favourably than other pupils and are able to access all aspects of school life wherever possible. We make reasonable adjustments to support pupils' individual needs and work closely with families and external professionals to ensure appropriate provision is in place.

Steps we take to support pupils with disabilities include:

- Adapting teaching approaches and learning environments to meet individual needs
- Providing additional adult support where appropriate
- Using auxiliary aids and specialised resources to support access to learning
- Ensuring staff receive relevant training to support pupils with additional needs and disabilities
- Making reasonable adjustments to activities, trips and extracurricular opportunities to enable participation
- Working in partnership with parents, carers and outside agencies to support pupils effectively

Our school facilities support accessibility and may include:

- Accessible entrances and pathways
- Disabled toilet facilities
- Adapted classroom resources and equipment
- Access to sensory or quiet spaces where appropriate
- Supportive technology and communication aids where needed

Further information can be found in the Greenfield and Hurst Drive Federation Accessibility Plan, which outlines how the school aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information for disabled pupils

The Accessibility Plan can be found on the Greenfield and Hurst Drive Federation website.

14. How will the school support my child's mental health, and emotional and social development?

At the Greenfield and Hurst Drive Federation, we recognise that some pupils, including those with SEND, may need additional support to develop their emotional wellbeing, social skills and resilience. We provide a range of targeted and universal support to meet these needs.

Greenfield

Each child is supported by a Key Person who builds strong, trusting relationships and develops a clear understanding of their individual needs, strengths, and interests. Our setting is welcoming and inclusive, promoting a positive "can do" attitude and ensuring all children feel valued and supported.

Planned opportunities support Personal, Social and Emotional Development (PSED), helping children to build friendships, manage emotions, and develop resilience. Children also have access to calm, quiet spaces indoors and outdoors, allowing them time to rest or regulate when needed. Staff monitor wellbeing and involvement using the Leuven scales (Ferre Laevers) and work closely with parents to address any concerns.

Strategies such as the Zones of Regulation are used to support children in recognising, understanding and managing their emotions, helping them to develop self-regulation skills over time.

Where additional support is needed, this may include rest opportunities, personalised Wellbeing Plans, or targeted support from the Nurture Lead using tools such as the Boxall Profile. This graduated approach ensures all children feel safe, supported, and able to thrive socially and emotionally.

Hurst Drive

We recognise that children learn best when they feel safe and emotionally secure, so promoting positive mental health and wellbeing is a key priority. Class teachers build strong, trusting relationships to create supportive classroom environments where children feel valued and understood.

Teachers closely monitor pupils and quickly notice any changes in behaviour, mood, or engagement. If concerns arise, they share these with the Pastoral Lead and work closely with parents and carers to ensure appropriate support is put in place. Open communication between home and school is central, and families are encouraged to share any wellbeing concerns.

The Pastoral Lead plays a key role in supporting pupils, checking in with children to understand their needs and provide appropriate support. This may include short-term emotional support, targeted interventions, or signposting to additional services where needed, ensuring every child is supported to feel safe and thrive.

We can provide the following provisions:

PROVISION	ACTIVITIES	SKILLS LEARNED	INTENDED IMPACT/OUTCOMES
Nurture Provision	• Games and structured group activities • Creative tasks • Role-play opportunities • Collaborative learning • Supported discussions	• Confidence and self-esteem • Friendship building • Social skills (sharing, turn-taking, cooperation) • Emotional understanding and regulation • Problem-solving skills	Pupils develop positive relationships, improve emotional regulation, and feel more confident and secure in school.

Life Skills Afternoon Group	• Following instructions • Practical life skill tasks • Attention-building activities • Collaborative group work	• Self-awareness and emotional understanding • Communication and interaction skills • Relationship building • Resilience and perseverance • Independence	Pupils become more independent, improve communication, and develop skills needed for everyday life and learning.
Children's Protective Behaviours Group	• Discussions about safe and unsafe feelings • Identifying early warning signs • Guided conversations about worries • Practising how to seek help • Strategies for managing emotions	• Understanding the right to feel safe • Recognising and responding to feelings • Communication with trusted adults • Emotional regulation • Resilience	Pupils feel confident to keep themselves safe, know how to seek help, and are better equipped to manage worries and emotions.

Additional Pastoral Support

We further promote pupils' emotional and social development in the following ways:

- Pupils with SEND are encouraged to participate in the School Council, ensuring their voice is heard and valued
- We provide additional pastoral support, including opportunities for pupils to share their views, worries and feelings with a trusted adult
- The school has a zero-tolerance approach to bullying, promoting a safe, respectful and inclusive environment for all pupils

Through the abovementioned support, we aim for all pupils to feel safe, supported and valued within the school environment. We strive to help them develop confidence and independence, build positive relationships with their peers and adults, and become emotionally ready to engage fully in their learning.

15. What support will be available for my child as they transition between classes or settings?

If your child is moving to the next year group

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Where appropriate create transition booklets
- Moving up day where children are able to meet and access their new learning environment

If your child is moving to another school or transitioning to secondary

When your child moves on from our school, all relevant SEND information will be shared with the new setting to support a successful transition. Where appropriate, transition visits may be arranged, and professional discussions between SENCOs will take place to ensure that the new setting has a clear understanding of your child's needs and the support they require.

The SENCO from the secondary school may visit our school to meet with our SENCO to discuss the needs of pupils receiving SEND support. Please note that transition arrangements can vary between secondary schools; however, we endeavour to ensure that every child experiences as smooth and supportive a transition as possible.

If your child is moving from Greenfield to Hurst Drive

If your child is moving from nursery to primary school within the federation, we have a well-established transition process in place to support them.

Initially, the Early Years Foundation Stage (EYFS) lead will meet with class teachers to discuss each child's individual needs and consider the best possible transition approach. During the second half of the summer term, children will have the opportunity to visit their new Reception setting in small groups alongside their key workers, helping them to become familiar with the environment.

Parents and carers are also invited to attend 'stay and play' sessions, allowing both them and their children to experience the new setting together.

As the SENCo works across the federation, they play a key role in supporting transition. They help to ensure effective communication about the needs of children with SEND between current and new teachers, and are also available to support parents in liaising with staff.

16. What support is in place for looked-after and previously looked-after children with SEND?

Elle Savage (Deputy Headteacher) will work closely with Hayleigh Baker, our SENCO, to ensure that all staff understand how a looked-after or previously looked-after pupil's circumstances may interact with their SEND, and the implications this may have for teaching, learning and wellbeing.

Children who are looked-after or previously looked-after will be supported in a similar way to any other child with SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will ensure that the PEP, SEND Support Plans and any Education, Health and Care (EHC) Plans are consistent and complement one another to provide a coordinated approach to support.

All children who are looked-after or previously looked-after will be included on our Inclusion Register to ensure that appropriate support and monitoring are in place.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

If you would like support with resolving disagreements relating to SEND provision, Hertfordshire offers free and independent disagreement resolution and mediation services.

These services can help parents, carers, schools and the local authority work together to resolve concerns regarding SEND provision, Education, Health and Care Plans (EHCPs), assessments or support arrangements.

In Hertfordshire, mediation and disagreement resolution services are provided by KIDS SEND Mediation and Disagreement Resolution Service.

Contact details:

- Telephone: 03330 062 835
- Email: senmediation@kids.org.uk

Further information can be found on the Hertfordshire Local Offer website.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hertfordshire's local offer. Hertfordshire publishes information about the local offer on their website.

Our local special educational needs and disabilities information, advice and support (SENDIAS) contact details are: 01992 555847 info@hertssendiass.org.uk

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle