



Flourish  
LET YOUR  
LIGHT SHINE!

## Park Street Church of England Primary School & Nursery



### SEND Information Report (January 2026)

*In collaboration with Parents, Governors and Staff*

1. How does school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. SEND Code of Practice 2015.*

There are 4 broad areas of need that are recognised in the SEND Code of Practice (2015).

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health difficulties*
- *Sensory and/or Physical needs.*

Some children with SEND may experience difficulties in one, more or all four of these broad areas.

At Park Street School all children receive high quality first teaching and as part of this good practice, class teachers continually monitor and make assessments of all the learners' progress in their classes. These observations and assessments are used to make judgements on all children's progress and their attainment which is judged against a national age-related expectation. These assessments are undertaken at termly points in the academic year and all children are discussed with the Senior Leadership Team at a Pupil Progress Meeting. Where children fall below the national expected indicator, this leads to a more in-depth discussion with the class teacher and the SENDCo. At this point, in a meeting between the class teacher and SENDCo, they will further explore factors that might be contributing to changes in a child's: projected learning outcome, their social behaviours and/or their emotional well-being.

Following the initial 'concern' meeting, comes an observation conducted by the SENDCo, which is met with a follow-up meeting where the class teacher and SENDCo consider the learning environment, provision, adaptations and reasonable adjustments. In this follow-up meeting, they will look at what targeted intervention can be put in place to *support* the areas that have been identified as a barrier to learning to see if they can be overcome.

Following a period of time for monitoring, if progress concerns are still evident, a meeting with the child's parents is organised to discuss the next steps. At this stage, referrals to external agencies for advice and support may take place and the child may be placed on the SEND register. A child does not have to have a medical or neurological diagnosis in order to be on the SEND register and likewise, a child with a diagnosis does not have to be on the SEND register.

In order to establish if, a child may need to go onto the SEND register, we will take consideration of the following:

- Assessment of the child to establish current skills and levels of attainment, considering skills and attainment upon entry and any previous assessments. In addition, evidence will be considered that a pupil may have a disability under the Equality Act 2010 and reasonable adjustments may need to be made.
- Other factors that may affect progress- such as attendance rate, medical conditions, emotional well-being and other significant environmental factors in that child's life e.g. trauma and ACEs.
- Termly assessments that are made by the class teacher. These will identify those children who are making less than expected progress.
- Termly Pupil Progress meetings held with the Class Teacher, Head teacher and Inclusion Lead/Pupil Premium Lead

- Progress in areas other than attainment, for example social and emotional development.
- Views of the child through everyday activities and questioning.
- Contributions from parents at formal and informal meetings. These are invaluable as they give us the perspective of their child that we don't see at school.

If at any stage of your child's learning journey, you, as a parent, have concerns for your child's academic, social and emotional development, we encourage you to speak to your child's class teacher in the first instance. You are welcome to make an appointment to meet with the Inclusion Lead (SENDco) and the Head teacher at any point.

## 2. How will school staff support my child?

*'For some children SEN can be identified at an early age. However, for other children and young people their difficulties become evident only as they develop'. (SEND Code of Practice, 2015)*

In this case, all adults who work closely with the child will be alert to any difficulties and respond as early as possible.

Once a child has been identified with SEND, following a meeting with parents and with their understanding, the child will be placed on the SEND register and receive a termly APDR (Assess Plan DO Review) as advocated in Chapter 6 of the SEND code of Practice (January 2015) This is a working plan that outlines SMART targets to help support the learners' needs.

APDRs are set and reviewed termly with the parents and the pupil. In addition to continued high quality first teaching, any reasonable adjustments, additional provision and/or specific interventions that are put in place to support the learner are outlined.

We will support your child with one or more of the following depending on your child's individual needs: -

- Planning engaging and adapted learning tasks that inspire and motivate.
- Providing targeted support within class, by the Class Teacher and/or Learning Support Assistant.
- Reading to an adult in school daily. This may be the Class Teacher, Learning Support Assistant or other adult.
- Creating a specific Intervention group- planned by the Class Teacher under the guidance of the Inclusion Lead.(SENDco)
- Providing 1:1 or small group support within class.
- Organising reasonable adjustments tailored to the individual needs of the child
- Arranging 'Soft-starts' and 'Quiet-close' to ensure smooth transitions at the beginning and end of the school day.
- Providing support/monitoring at playtimes and lunchtimes.
- Organising pastoral support e.g. Wellbeing in the Woods, Protective Behaviours, ELSA, Talk time with FFej, 1:1 emotional well-being supports etc
- Seeking support, advice and strategies from external professionals.
- Arranging movement breaks and regulation time in the Sensory room.
- Making referrals to external multi-agency professionals

The school's Inclusion Lead (SENDco)- Mrs Tominey, will arrange and oversee any additional support, provision and intervention.

This is done through:

- Working with the class teacher as part of the graduated approach where specific targets are set in termly 'Assess, Plan, Do and Review' cycles.
- Monitoring planning and assessments
- Observing staff teaching and delivering support and targeted interventions
- Meeting regularly with staff, including the Head teacher.
- Liaising with external agencies.
- Meeting termly with the designated SEND Governor
- Providing training for staff members to support their continuing professional development.
- Supplementing evidence for medical assessments
- Organising Personalised Learning Programmes
- Completing Annual Reviews of EHCPs
- Talking with pupils' for their perspectives to gain 'their voice'

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

Our children are continually assessed, through all lessons, using a variety of methods. For example, during a maths lesson, assessment takes place through questioning, observations, manipulation of maths apparatus (Unifix cubes, hundred square etc) and through the review of written work.

Each term, the teachers record each child's progress on the school's database, and this is monitored regularly throughout the school year by both class teachers and our Senior Leadership Team. Through these systems we are able to identify those children who are not making expected progress or who are not meeting the expected level of a child of their age.

All parents are kept informed of the progress their child is making during our twice scheduled 'Meet the Teacher' parents' evenings and our written end of year report. Teachers may also have additional conversations with parents as particular concerns arise.

Parents are encouraged to arrange meetings with their child's teacher, if at any point throughout the school year they have concerns about their child.

If a child is on the SEND register, there will be an additional termly meeting where the Inclusion Lead, the class teacher, (under the guidance of the SENDco) the pupil and their parents meet to discuss the SEND support plan (APDR). This plan outlines their APDR targets and includes any reasonable adjustments, additional provision, support from external agencies and targeted intervention that has been put in place.

For parents/carers of children who have an Education, Health and Care Plan (EHCP) there is also an annual review meeting which is in addition to all the above meetings. An annual review is held by the Inclusion Lead and involves working through the EHCP document to update and amend the targets. Any external professionals or agencies that may be working with the child will also be invited to attend this meeting or provide a report. The amended EHCP is then sent back to County to update, amend and finalise.

*\*If a child has an EHCP finalised in their Nursery or Reception year, their first annual review is 6 months after receipt of their first EHCP and yearly after that.*

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

Class teachers are responsible for planning, engaging and inspiring lessons that motivate all the learners in their class including those with SEND. Teachers are adept at providing adaptations ~~differentiation~~ to ensure learning is accessible to the many levels you see in a primary classroom. For some children they need reasonable adjustments to work productively, other children may need targeted intervention to help support them in an area they are finding more challenging (this could be academic, social or emotional) For some children they may require an entirely separate curriculum that is personalised to them and their needs (*Personalised Learning Plan- PLP*)

At Park Street school, we spend time understanding how our learners learn best and under the guidance of the Inclusion Lead, through regular meetings with her, with parents and through pupil voice, we tailor our provision to ensure each child flourishes.

If a child has an APDR (*'Assess, Plan, Do and Review' a model of intervention and support as laid out in Chapter 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', 2015*) Then time is allocated for them to work on their targets.

If a child has an EHCP, then they will also have a *personalised learning plan* (PLP) put in place to ensure all the targets listed on the EHCP are being incorporated into the child's curriculum. This ensures all the targets listed on the EHCP are being incorporated into the child's curriculum, as per the legal requirement.

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

At Park Street School, our values: Love, Joy, Truth and Courage are central to everything we do. They are woven into the fabric of how we plan, deliver, teach, model and assess our lesson. We believe that by shaping all children, including those with SEND, to love themselves and others, find joy in their learning and show courage to take ambitious steps, they will develop a positive sense of wellbeing and thus be able to engage in their learning. We aim to ensure that all children are happy and feel safe at Park Street school.

As part of the primary curriculum, there are weekly Relationships and Health Education (RHE) lessons in every class, giving the children opportunities to listen, reflect and offer their views and opinions. We often find children themselves can offer great peer pastoral care and support to one another.

Developing our learners' emotional literacy is a priority at our school. All our children are familiar with the 'zones of regulation', which helps them to recognise and adapt to the feelings of others whilst learning to manage and express their own opinions. Developing good communication skills and strengthening relationships helps to support well-being- essential for children's happiness.

Staff are always available during the teaching day, which includes at break and lunchtime, for children to talk to and express any thoughts or feelings they may have. This may be as informal as chatting to an adult on playground duty, to asking the pupils their opinions through the use of Pupil Voice, or seeking out their class teacher in a quiet moment to talk openly about something that is on their mind. In addition to this, each class has a 'worry-box' which children have access to at any point in the day- these are discussed weekly in a way that is appropriate to its content.

At Park Street school we value the importance of good mental health and well-being and embrace Mental Health week every February. We have a designated Mental Health lead, Mrs Killin, who works alongside the Inclusion Lead to provide 1:1 and small group support to children who have been identified as needing pastoral support.

We also have weekly access to a behaviour and emotional support worker who comes into Park Street to support any social and emotional concerns parents and teacher may have for some children.

External professionals and multi-agencies may be available if a need is identified where the child requires further behavioural, emotional and social support. The Inclusion Lead and / or Head teacher can make these referrals, along with parent consent if necessary.

If medicines have to be administered during the school day, this is done by staff following clear guidelines and directions of use. Individual Healthcare Plans are completed specifying the type and level of support required to meet the child's medical needs. Please see our *Supporting Children with Medical Conditions Policy* for more information about this.

At Park Street School we adopt a clear and positive therapeutic behaviour approach which is applicable to all children including those with SEND. For further details, please look at the *Behaviour Policy*, which can be found on the school's website.

Park Street School also has an *Anti-Bullying Policy* which is regularly reviewed. Bullying is not tolerated at Park Street School and any concerns should be raised promptly with the class teacher first and foremost before escalating to the Senior Leadership Team.

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

Our staff are equipped with a range of skills, to enable them to support children with SEND. As part of our efforts to ensure a comprehensive CPD (Continued Professional Development) programme, the Inclusion Lead organises half-termly in school training as well as inviting external professionals in to train all staff members. In addition to this, individual staff members may receive bespoke training depending on the needs of the learners they are allocated to.

We have received training from and have access to a wide variety of external agencies. When we determine which agency we may require support or strategies from, the Inclusion Lead, or in some cases, the Head teacher, will contact them by telephone or email. Before a formal referral is being made, a discussion will have taken place with parents/carers and consent must be given.

Agencies we work with, make referrals to and seek training from:

- Outreach-The Collett School
- The Early Years Advisory team,
- Speech and Language team
- Specific learning difficulties base
- Links and Cedars behaviour advisory team and support base.
- Therapeutic Thinking (STEPS)
- Level 1, 2, 3 HAT (Hertfordshire Autism Team)
- PALMS (Positive behaviour, Autism, Learning Disability and Mental health Service)
- Educational psychologists
- School nursing team and Health Visitors
- Continence team
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Mental Health Service)
- St Albans Plus – Family Support Worker & behaviour support worker
- DSPL 7
- Nessie – Arts therapies and counselling for children and young people.
- Half termly In-school training provided by the Inclusion Lead
- SCLA team
- CLA Virtual school

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

We believe it is very important to work closely with parents and are proud of the 'open-door' policy we strive to create between home and school. We recognise that there can be challenges at home as well as at school and will do our best to support parents and signpost them to further support if necessary.

We know that parents are the first educators of their child and this is invaluable to us.

At the start of each term, every class will upload a curriculum newsletter onto their class page on our school website which details curriculum coverage and home-learning. We keep parents updated through Dojo, an online platform where we can share news, events, photographs with captions of learning along with messages and reminders.

As we see children in and out of class daily, there is always the opportunity of sharing, quick informal exchanges regarding pupils' welfare, whilst more formal meetings can be made by making an appointment.

Children with SEND will receive termly meetings to discuss their APDR (a pupil-centred SEND support plan) that has specific targets linked to their needs. Parents will get invited in to meet with the class teacher to share their views and how they can help at home.

Termly coffee mornings are planned each year to give parents the chance to meet each other and discuss any developments in SEND.

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

Parents are involved from the very beginning; from the assessment of their child to agreeing learning outcomes and reviewing strategies to discuss their effectiveness.

Parents are contacted by the class teacher from the initial concern and will be kept informed at every step.

This will mainly be through meetings, but also telephone conversations and emails.

The child will be involved in the process as appropriate, and their views and feelings taken into account when assessing, planning and reviewing support.

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

All children will be given the same opportunities to participate in every aspect of school life. Children with SEND are no exception to this. They are fully involved in activities and trips run by school staff and they also have full access to any of the after-school clubs that are run by outside companies.

When planning trips, parents of children with specific needs are consulted and if necessary additional provision and reasonable adjustments are put in place to ensure the full participation and enjoyment of the child.

Risk assessments are always made for any school trip along with ensuring there are enough supporting adults for the safety and enjoyment of all our children.

## 10. How accessible is the school environment?

Park Street school is situated on a slight slope. The school is wheelchair accessible from the outside via a ramp to the library and through the main school entrance by the school office. There are 2 steps that join the office to the main hall and the main hall to our Year 1 – Year 4 classrooms.

There is a disabled toilet located in Upper Key Stage 2 and a Hearing Loop is available.

For further details, please look at the *Accessibility Plan* which can be found on the school's website

We strive to offer a supportive environment and encourage the use of IT where necessary. We have access to specialist equipment and an amazing sensory room to support emotional regulation.

We aim to be as inclusive as possible and if you have any queries or comments about the accessibility of the school, please do not hesitate to contact our school office or Inclusion Lead using the details below.

## 11. Who can I contact for further information?

The first point of contact if parents wish to discuss something about their child would be the class teacher.

In addition, the school's Inclusion Lead (SENDco), Mrs Tominey, can be contacted. This can be through the school office, by telephone on 01727 872158 or by e mail [c.tominey@parkstreet.herts.sch.uk](mailto:c.tominey@parkstreet.herts.sch.uk).

The school Inclusion Lead works on Tuesday (am) Wednesday, Thursday and Friday (am) and can provide the details of many other services and external agencies. Please do make contact if you have any inquiries.

The Head teacher- Ms M Gregory can be contacted by email- [head@parkstreet.herts.sch.uk](mailto:head@parkstreet.herts.sch.uk) or by telephone on 01727 872158

Park Street school works closely with parents, and it is hoped that through working in this way, any concerns can be dealt with quickly and effectively. Concerns or complaints that remain unresolved will be dealt with through the school's complaints procedures. For further details, please look at the *Complaints Policy*, which can be found on the school's website.

## 12. 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?

As children join our Nursery, a member of our EYFS team will make a home visit before children are invited to 2-3 stay and play session at the end of the term before they start with us. If a child has been to a previous setting before joining our Nursery or Reception class and we receive information regarding additional needs, then the Inclusion Lead, along with a member of the EYFS team, will visit their setting prior to them joining and there will be additional transition support in these situations.

If a child joins our school at any other point in their learning journey, they are warmly invited to visit where they will be taken on a tour of the school by a member of the Senior Leadership Team. There will also be the opportunity to spend some time in the class that they are joining and a 'buddy' will be put in place to help them settle and become familiar with their new environment. If a meeting is requested with the Inclusion Lead to discuss SEND needs, then this can be arranged as can additional visits to the school to help with anxiety and settling. For further details, please look at the *Admissions Policy*, which can be found on the school's website.

When a child with SEND needs transfers to a new setting every effort will be made to ensure a smooth transition. A meeting is scheduled between the current class teacher, Inclusion Lead and the SENCO from the receiving school. All the current provisions, interventions and support will be explained to the new school. Any reports and relevant letters, as well as current ADPRs and any other relevant paperwork will be transferred to the new school.

When leaving Park Street School at the end of Year 6, the Year 7 Head of year from each allocated secondary school, will come to visit each child at Park Street before they in turn have the chance to visit their secondary school. Regarding those children with additional SEND needs, a meeting is set up by DSPL 7 where the Inclusion Lead will meet with the SENCo from each secondary school to discuss each individual child's needs and the support and provision they have received while with us. Additional transition classes are arranged for those children who would benefit from further support preparing for secondary school.

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

We have a number of Learning Support Assistants (LSAs) that support the teaching and learning of pupils at Park Street School. This may be in the form of: Supporting the main class teaching. Working in smaller focus groups under the supervision of the class teacher. Providing specific targeted intervention for identified children- this is planned for by the class teacher in close liaison with the Inclusion Lead. Supporting the needs of individual pupils on a one-one basis.

When allocating money from the SEND budget, the Head teacher and Inclusion Lead (SENDco) will carefully consider the needs of all pupils across the school and attribute support according to where the need is most prominent. Staff allocation is reviewed regularly according to the impact measures we gain.

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

We are committed to ensuring that all children have the opportunity to reach their potential by being able to access the curriculum. If support is needed to enable this, then we will ensure support is allocated to such children according to the needs we identify.

The views of the parents, and where possible the child, are sought before a program of support is decided upon. This ensures that all decisions are made in consultation with all the interested stakeholders. Responsibility and ownership of these decisions is therefore shared.

The Head teacher and Inclusion Lead will be involved in the decision about how much support the child will receive according to the level of need. All support is closely monitored and the impact it has on the learners' progress and well-being is regularly reviewed.

### **15. How can I find information about the local authority's local offer of services and provision for children and young people with special educational needs and disability?**

You can find out more about Hertfordshire's local offer of services and provision for children and young people at: <http://www.hertsdirect.org/localoffer> or by looking on our school website: [www.parkstreetprimary.org.uk](http://www.parkstreetprimary.org.uk)

Information of services and provision for children and young people can be found at: <http://www.thegrid.org.uk/> and the DSPL7 website: <http://dspl7.org.uk/>