



Special Educational Needs Information Report 2025-2026

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

Greenfields Primary School takes great care to ensure that we are meeting the needs of all pupils, including the provision of extra support where required. The school makes this judgement through:

- Obtaining information from parents, other settings and outside agencies.
- Close monitoring of pupils at school through observations, feedback and marking, moderation, assessment and data analysis.

If you think your child has additional needs, you should contact their class teacher in the first instance, via the school office. The class teacher will advise you and if necessary, refer you to Mrs Joanne Evans (Special Educational Needs and Disability Co-ordinator). An appointment can be made with any member of staff via the school office: 0208 428 1166

2. How will school staff support my child?

Children are supported in a wide range of ways to suit each child's individual needs.

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. We call this Quality First Teaching.
- Class Teachers use One Page Profiles to find out about your child's interests and the ways they like to be supported.
- Specially trained support staff can support the needs of your child in lessons where necessary.
- Specific resources and strategies will be used to support your child, both individually and in groups.
- Planning and teaching will be adapted daily, if needed, to meet your child's learning needs.
- Staff are available to support children throughout the day including unstructured times. Midday Supervisors and our nurture therapists support the children every lunchtime.
- Pupils on the SEN register will have targets which are reviewed regularly and are shared with children and parents/carers at least termly.

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

Greenfields Primary School prides itself on its excellent communication with parents. The school has an open door policy and welcomes communication between parents and staff.

Parent consultation evenings take place three times a year. Each child receives an annual school report at the end of the year and an interim report in the spring term. Your child's progress is continually monitored by their class teacher and the senior leadership team.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and will:

- listen to any concerns you may have
- plan any additional support your child may receive

Parents may request a meeting about their child with the class teacher or SENDCo at any time via the school office. The SENDCo will discuss with you any referrals to outside professionals to support your child's learning.

In addition to the school's regular communication with parents, some assessments are reported formally to the government and reported nationally. These include;

- at the end of Key Stage 2
- the national phonics screening in Year 1.
- the times tables screening in Year 4.

The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. Children younger than five will have their plan formally reviewed every six months.

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

At Greenfields Primary School we recognise that each child is unique and requires provision matched to their ability to ensure aspirational targets are set, met and further developed.

We develop each child's educational programme in the following ways:

- Each child is assessed termly in each area of the curriculum to ensure targeted planning and teaching, allowing them to make the most of their potential.
- Children with Special Educational Needs, will have an Individual Provision Plan (IPP) for school staff to follow. These are reviewed with teachers, pupils and parents.
- Children with medical needs have a care plan in place (if appropriate) written by health professionals alongside parents/carers. This is shared with school staff.
- Children with Special Educational needs or medical needs may have a record of reasonable adjustments that is shared with all staff to ensure a consistent approach. (This can be found on your child's IPP)
- Class Teachers meet with the SENDCo termly to map provision for children as part of termly Pupil Progress meetings.
- All children with Special Educational Needs have their attainment individually tracked and monitored by the SENDCo.

Support for all children at Greenfields Primary School is looked at in a tiered approach.

The tiers are **Universal, Targeted and Specialist**.

All children receive quality first teaching (Universal)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo/Class Teacher. At this point your child may be placed on our "Raising Concern" register and this will be shared with you at parental consultation.

Some children who have gaps in their understanding will be offered an intervention (Targeted)

The group may:

- Run in the classroom or outside.
- Be run by a teacher or a teaching assistant who has had training to teach these sessions.
- Take place within, before or after the school day.
- Be delivered as 1:1 or small group sessions.

For your child this would mean that they will engage in sessions with specific targets to assist them to make accelerated progress. These targets are tracked and monitored by the SENDCo.

Some children may require outside agency support (Specialist), for example a Speech and Language Therapist or a Specific Learning Difficulties Advisor. The SENDCo will arrange a meeting with you to discuss the reasons behind the referral and to seek your permission. This will help the school and you understand your child's particular needs more effectively and improve the support offered by the school. The specialist professional will work with your child to understand their needs and make recommendations. If you feel that your child requires a referral to an outside agency this can be discussed at any time with the SENDCo.

There will also be some children, with significant, complex needs who may have an Education, Health and Care Plan (previously known as a statement of Special Educational Needs). For your child this would mean:

- Parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. This request is most often a joint request from parents and school but can be made solely by parents.
- Once the Local Authority have received the application, they will decide whether they think your child's needs seem complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support in place and may make further suggestions.
- The Local Authority will decide if your child's needs are complex, significant and long term enough to require an Education Health Care Plan. If so, specific targets will be written, and a plan formulated; this plan will then be reviewed annually by parents and all the adults working together for your child's education. Reviews for children under 5 years old will be held every six months. Your child's views will also be sought and included in the plan.

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

At Greenfields, we pride ourselves in our emotional support for ALL pupils and have an extensive offer. We are fortunate to have two nurture therapists who are trained in specific interventions to support pupils' with Social, Emotional and Mental Health Interventions. All pupils receive our Universal Offer:

Universal Support

- Zones of Regulation to support pupils emotional regulation needs
- PSHE Lessons
- Weekly "Green Book" assembly to celebrate positive achievements
- Nurture Lunch Club
- Whole Class Drawing and Talking
- Positive Minds Course through Watford FC
- Brain Buddies
- Social Stories to cope with change or to develop patterns of positive behaviour
- Play Leader Training in Years 5 and 6
- Children are taught to keep themselves and others safe – through the curriculum and external projects eg NSPCC, eSafety experts
- Focus on "Anti-bullying" each year during Anti-bullying week and revisited regularly

Targeted Support (Parents/Carers will always receive a letter requesting your permission for your child to take part)

- Drawing and Talking – a 12 week 1:1 programme delivered by one of our nurture therapists
- Sand Play Therapy – specifically for the Under 5s, a 12 week 1:1 programme delivered by one of our nurture therapists
- Lego Brick Therapy – a 6 week programme delivered by our Lego Brick Practitioner
- Protective Behaviours – 4 week course delivered by our Family Support Worker
- Forest School Nurture – an individually planned programme dependant on need

Specialist Support – parents will be invited into school, or have a telephone appointment with SENDCo

- Safe Space Counsellor

- Play Therapy
- Chessbrook

If your child requires additional wellbeing support a referral can also be made to an outside agency such as:

- School Nurse
- Families First Assessment
- Family Support Worker
- Three Rivers Education Mental Health Practitioner
- Children and Adolescent Mental Health Service (CAMHS)

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

Many outside agencies operate a tiered system. In order for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first. The SENDCo will discuss this with families before referrals are made. Some of the outside agencies we access for our children include, but are not limited to:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Communication and Autism Advisory Specialist teachers
- Chessbrook Outreach (Behaviour and SEMH)
- Colnbrook Outreach (SEND)
- Early Years Specialist Teachers
- Attendance Officer involvement
- School Health Services
- Family Support Worker
- Visual Impairment/Hearing Impairment/ Physical Impairment Service
- Children Adolescent and Mental Health Service
- Educational Psychology Service

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

Greenfields Primary School appreciates the benefit that good quality professional development has on outcomes for our pupils:

- The school has a scheduled plan of staff meetings for all staff to improve the teaching and learning of children including those with Special Educational Needs and Disabilities. The SENDCo provides training on Special Educational Needs issues such as the SEN Code of Practice, creating a dyslexia friendly classroom, use of teaching assistants, etc.
- Teaching Assistants receive training to support the children they are working with such as Autism training, Visual Impairment awareness, SALT programmes
- Outside agencies provide regular training linked to high incidence Special Educational Needs, such as Zones of Regulation training for pupils with Autism. They also support us with meeting the needs of specific pupils, for example modification training for staff working with visually impaired pupils.
- All staff have safeguarding training and first aid training.
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example training in the use of intervention programmes.

Our school SENDCo, Joanne Evans completed the official accreditation (NASENCo) in 2022.

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

At Greenfields Primary School School we aim to work with all stakeholders to support the education of our young people and provide support for learning at home in a variety of ways:

- The class teacher is available to discuss your child's progress or any concerns you may have. We have an open door policy and value conversation with parents.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible, will be provided in a report.
- Opportunities to attend events to support your child are shared on the school app, Piota.

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

Parent voice is an essential part of the Assess, Plan, Do, Review process. The school will always take on board parental opinion. Parental voice is formally gathered:

- At Parent Consultation Evenings
- In our annual parental survey
- In our Individual Provision Plans (IPPs)
- In Education, Health and Care Plans and annual reviews

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

All pupils are included in school trips, residentials and other extra-curricular activities. Thoughtful consideration is given to the trips chosen to ensure that they are inclusive and do not present barriers to any of our pupils. If necessary children will have personalised risk assessments and reasonable adjustments, including additional support, to prevent the exclusion of any pupil. Examples would include adjusting activities such as children staying for part of a sleepover or residential, ensuring medication can be given by staff or parents as appropriate, ensuring that appropriate food choices are provided, etc. Opportunities for all pupils include:

- Residential trip in Year 6
- Swimming lessons in Years 3-6
- A wide variety of after school clubs
- At least two trips a year to support the curriculum
- Sports week annually for the whole school

11. How accessible is the school environment?

Our school environment is all on one level and has wheelchair access. We have disabled toilets. Adaptations have been made to the school environment to cater for all children's needs and if further adaptations were needed we would liaise with appropriate professionals to seek advice and acquire specialist equipment where necessary. Please also see the School Accessibility Plan which can be found on the website.

12. Who can I contact for further information?

Parent's first point of contact would be the class teacher to discuss any aspect of the child's school life. If parents wish to discuss anything further they can contact the SENDCo, Joanne Evans or members of the Senior Leadership Team. Parents are able to contact the school by phone, email or arrange a meeting through the school office. For any complaints parents would need to follow the schools complaints procedure, a copy can be obtained from the school website or the school office.

13.How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

We will contact you to find out about your child and the best ways to support them.

We will contact their previous school to find out what they found successful in supporting your child. We will offer you and your child a tour of the school.

If your child is moving to another school:

We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.

If your child is moving year group within school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.

All SEND information will be shared with the new teacher.

Your child may have a transition photo booklet and be part of a transition group.

In Year 6:

The Class Teacher/SENDCo will discuss the specific needs of your child with their secondary school.

Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school.

In some cases staff from the new school will visit your child in this school.

Children will also be invited to transition support sessions, where they can talk through any concerns with a volunteer.

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

At Greenfields pupil progress meetings form the basis of how resources are allocated across the school according to children's needs. The resources within the school are then allocated accordingly to ensure that all pupils make expected progress. This is reviewed regularly to monitor impact. Each child's needs are carefully assessed and for children with SEN a one page profile is then discussed and agreed by parents, pupils when age appropriate & staff. This is monitored more regularly to review progress. When parents and staff meet they will discuss the most appropriate support for the child to remove any barriers to learning and ensure targets are achievable.

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

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on current needs of pupils within the current school cohort. The Head Teacher and the SENDCo discuss all the information they have about children with special educational needs and disabilities in the school, including:

- Children who are already in receipt of support
- Children who have Higher Needs Funding allocations
- Children who require extra support
- Children who are being monitored for referral for extra support
- Children who have been identified as not making as much progress as would be expected

The Headteacher will use this information to decide what resources, including training and staffing, as well as equipment is needed. All resources, staffing, training, equipment and support are reviewed regularly, and changes made as needed.

16. 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?

Hertfordshire County Council's local offer can be accessed online at:

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

17. How can I make a complaint about provision for my child?

If you would like to make a complaint our Complaints Policy can be found on the policy page of our website.

18. What are the admission arrangements for disabled pupils?

Hertfordshire County Council is responsible for admissions to the school. They provide a useful resource on school admissions for parents here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/education-options/choosing-the-right-school.aspx>

Support at Greenfields Primary may include, but is not limited to:

Universal	Targeted	Specialist
Differentiated curriculum planning activities, delivery and outcome Broad and balanced curriculum Differentiated pace to suit different lessons Visual aids and modelling Visual timetables Multisensory teaching approaches: visual, audio and kinaesthetic Differentiated questioning Thinking time Use of writing frames Table based resources-rulers, number lines, high frequency words Brain gym Makaton/signing Seating Talk partners Access to teacher or TA during independent learning time.	Protective behaviours Wellcomm Screening Individual Provision Plan Protective behaviours Phonics intervention Small group support Individual reading Sensory circuits Fine motor group Transition programme Daily Readers Drawing and Talking Sand Play Therapy Alpha to Omega Numeracy Intervention Pre teaching ICT – Chromebooks, Speech to Text Audio books Task Planners/Now and Next	Educational Psychologist Service Speech and Language direct therapy Communication and Autism Advisory Team SPLD Base intervention Behaviour Support Team Education Health and Care Plan Exceptional Needs funding 1:1 targeted SpLD intervention 1:1 targeted Maths intervention 1:1 targeted social support Attendance Improvement Officer Support School Nurse support Team Around the Family (TAF) Family Support Worker Early Years Specialist Teacher Safe Space Counsellor Three Rivers Mental Health and Wellbeing Practitioner

<p>Success Criteria</p> <p>Communication Friendly Classrooms</p> <p>Visual Timetable</p> <p>Peer and self-assessment</p> <p>Whole school positive behaviour policy</p> <p>Interactive/informative displays</p> <p>Parent workshops, parent consultation, reports, open evenings</p> <p>Differentiated homelearning</p> <p>Guided reading/guided writing</p> <p>Phonics intervention</p> <p>Small group support for behaviour</p> <p>Small group support for Social Skills</p> <p>In class EAL support</p> <p>In class behaviour support</p> <p>Individual reading</p> <p>Sensory circuits</p> <p>Calm Area</p> <p>Fine motor group</p> <p>Nurture drop-in</p> <p>Daily Readers</p>		<p>Exam Access Arrangements (Extra time)</p>
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