Jenyns First School and Nursery

SEND Information Report 2026-27

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Who are the best people to talk to in this school about my child's difficulties with learning or Special Educational Needs (SEN)?

The Head teacher: Mr J Sadler, is responsible for:
• The day-to-day assistance in all aspects of school life, this includes the support and provision for children with SEND.
• The Head teacher will give responsibility to the SENCO and class teachers, but they are responsible for ensuring that your child's needs are met.
• Making sure the Governing Body is kept up to date about any issues in the school relating to SEND.
• Ensuring our school follows statutory guidance for all pupils including children with special educational needs and or with a disability.

The SENCO: Mrs Clare Dove, is responsible for:
• Coordinating support for children with special educational needs and /or with a disability (SEND) and developing the school's SEN Policy to make sure all children have access to high quality teaching and provision.
• Supporting teaching staff in the identification of special educational needs, providing guidance and practical advice to remove barriers to learning and deploying support staff appropriately.
• Reviewing your child's progress and planning ahead for your child
• Liaising with other agencies who may be coming into school to help support your child's learning, for example: Speech and Language Therapy, Educational Psychology, School Nurse, Outreach Workers, Advisory Teachers etc.
• Monitoring provision and the impact of interventions.
• Providing specialist support and training for teachers and support staff in the school so they can help pupils with SEN to achieve the best possible outcomes in school.
• Applying for or reviewing Education Health Care Plans for children with more severe or complex needs.
• Ensuring that you are involved in supporting your child's learning.
• Leading the Inclusion Team.

The SEN Governor (Mrs O Nicholson) is responsible for:
• Making sure that the school has an up to date SEND policy.
• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
• Making sure that the appropriate and necessary support is made for any child who attends the school who has SEN and/or disabilities.
• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

The Class Teacher is responsible for:

• Ensuring that all children have access to good teaching and that the curriculum is adapted to the individual needs of all learners (also known as differentiation.)
• Monitoring the progress of all children in their class and identifying, planning and delivering any additional help that may be needed (this could be things like targeted work, additional support, adapting resources) and discussing amendments with the SENCO as necessary.
• Keeping you informed about the support your child is getting.
• Planning for and reviewing provision with support from the Inclusion Team, phase leaders and the leadership team, contributing to the assessment process which informs Pupil Progress Meetings.
• Ensuring that all members of staff working within school are aware of children's individual needs and /or conditions within their class, and what specific adjustments need to be made to enable all pupils to be included and make progress.
• Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with SEND.

The Teaching Assistant is responsible for:
• A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities or they might be trained to deliver group or individual interventions. Their role is guided by your child's class teacher and the SEN Team. Whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed initially to the class teacher and/or SENCO.

What are the different types of SEN?

The SEN Code of Practice 2015, explains that a child is identified as having a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, Or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At Jenyns First School and Nursery we support children with a range of mild and moderate special educational needs.

These include those identified within the SEN Code of Practice (2015)

• Communication and Interaction
This includes pupils with Speech, Language and Communication needs (SCLN) and children with autism spectrum disorder (ASD)

• Cognition and Learning
This includes pupils with general learning difficulties and Specific Learning Difficulties (SpLD) – differences or difficulties with one or more areas of learning.

• Social, Emotional and Mental Health needs
These are educational needs whereby pupil's have severe difficulties in managing their emotions and/ or behaviour as well as diagnosed conditions such as attention deficit hyperactivity disorder (ADHD) Medical needs

• Sensory and/ or Physical needs
This includes pupils who have a disability which prevents or hinders their ability to use educational facilities or pupils with a visual or hearing impairment.

More information can be found within Section 2 (Pages 15-22) of Hertfordshire's Ordinarily Available Provision.

How does the school know if children need extra help?



Pupils will be identified in school through:

✓ Discussions between parents, class teachers and or the Inclusion Team.

✓ Discussions from pupil progress meetings.

✓ Further assessments may be necessary when progress and attainment are significantly below age related expectations.

✓ Families may be referred to or by other agencies such as the school nurse, speech and language therapist or the Educational Psychology service for more specialised support and advice.

Jenyns Frist School and Nursery fully complies with expectations laid out within the SEND Code of Practice. If you would like to find out more about the code, please follow the link below:

Special Educational Needs and Disability Code of Practice: 0 to 25 years

What should I do if I think my child may have SEN?

✓ Share your concerns with the class teacher.
✓ Make an appointment to speak with a member of the Inclusion Team.
✓ Be actively involved in sharing information about what is working well and what might need to change.
✓ Attend all parent teacher consultations.

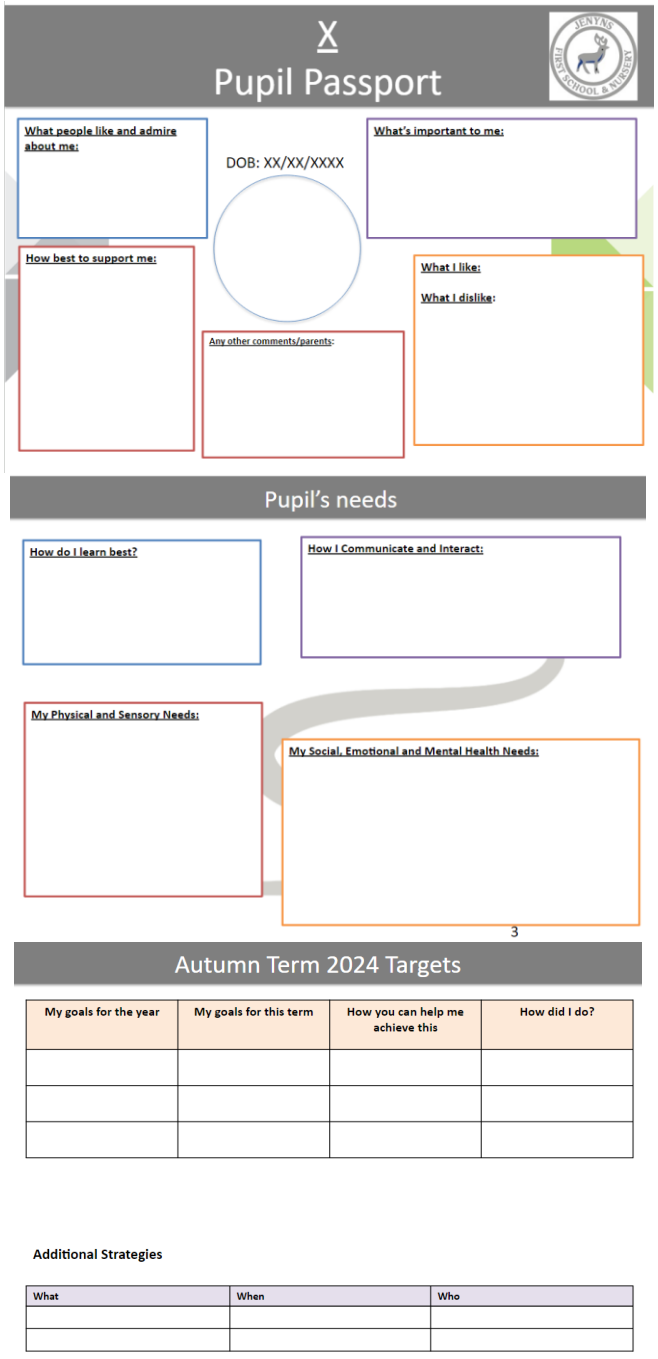


Maintaining regular contact with school is very important at this stage. You will be asked to share your ideas on how best to support the needs of your child, and your child will be invited to share their ideas too.

You can do this by emailing admin@jenyns.herts.sch.uk or by telephone on 01920 821461.

How could the school staff support my child?

✓ Through quality teaching.
✓ Contributing to SEN Pupil Passports.
✓ Focused small group teaching / interventions.
✓ Use of LSAs to support learning or adapted resources.
✓ Taking advice from senior teachers, the SENCO, or specialist advisory support depending on the individual child's needs.
✓ Maintaining close relationships with parents and carers.
✓ Keeping the Head teacher and Governors informed.
✓ Teaching small group interventions or in some instances 1:1 support.



X
Pupil Passport

What people like and admire about me:

DOB: XX/XX/XXXX

What's important to me:

How best to support me:

What I like:

What I dislike:

Any other comments/parents:

Pupil's needs

How do I learn best?

How I Communicate and Interact:

My Physical and Sensory Needs:

My Social, Emotional and Mental Health Needs:

3

Autumn Term 2024 Targets

My goals for the year	My goals for this term	How you can help me achieve this	How did I do?

Additional Strategies

What	When	Who

The amount of support offered will depend on the needs of each individual child. Sometimes it may also be necessary to involve a specialist from an outside agency. Parents and carers will be fully informed and involved at each stage of the process.

Person centred approaches enable parents, children and teacher to co-produce SEN Pupil Passports. These will include targets that the children are working towards and strategies to support reaching these targets. The Pupil Passports will be reviewed regularly.

How will I know how my child is doing?



✓ You will receive a written annual report on your child's attainment and progress at the end of the summer term.

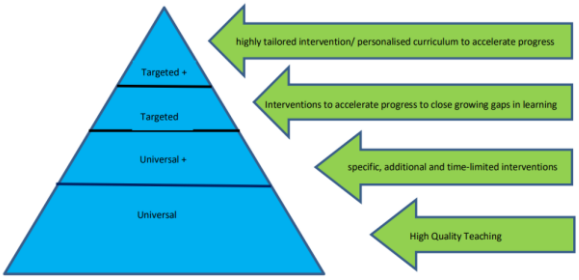
✓ Regular attendance at parent consultation meetings, termly Pupil Passport meetings, additional meetings with the SENCO can be arranged by appointment throughout the school year.

Teachers also try to provide informal feedback at the end of the school day if something noteworthy has occurred and on occasions, work may be sent home for your child to share with you.

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

✓ The class teachers are responsible for monitoring and tracking the attainment and progress of pupils within their class.
✓ All teachers plan quality teaching to ensure all lessons are accessible to all children.
✓ Small group or 1:1 interventions are used where there is an identified need.
✓ The children are also invited to share their opinions.
✓ Termly pupil progress meeting information will be used to assess and current provision.
✓ The SENCO is a member of SLT and ensures that termly meetings take place to review interventions, assess the effectiveness of current provision and to make the necessary changes for the next term.
✓ The SENCO is responsible for creating a whole school provision map to demonstrate how the range of needs are being met across the school.
✓ SEN surgeries are in place for all school staff to make an appointment with the Inclusion team to discuss additional strategies or support, aside from pupil progress meetings.

Provision is organised into 3 areas:



Universal – Quality first teaching – All pupils;

Universal Plus – Small group interventions – Some pupils;

Targeted – Individual interventions (usually with involvement of outside agencies) – Few pupils.

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

✓ Reinforcing the ethos of our School.
✓ Teaching of PSHE - Personal, Social and Health Education.
✓ Participation in class circle time and whole school assemblies.
✓ Valuing pupil voice – through school council and pupil feedback questionnaires.
✓ Modelling positive relationships between staff, pupils and parents and carers.
✓ Whole school policy and approach to behaviour and discipline.
✓ Promoting the school rules.
✓ Involvement in extracurricular activities.
✓ Information regarding medical conditions will be handled sensitively, in line with our policy, and the appropriate staff will be informed of specific needs.



What training have the staff had, who support children with SEND?

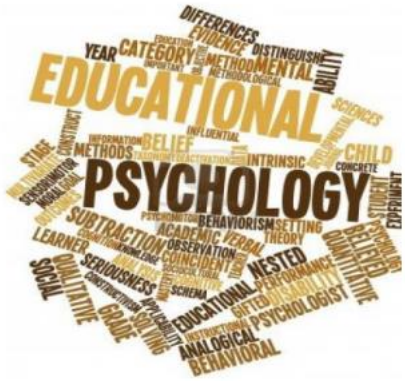


✓ The SENCO attends courses on reforms to SEND and implementing the SEND Code of Practice and keeps the staff update with current thinking.
✓ Staff maintain regular attendance at cluster meetings.
✓ Staff training in staff meetings is provided to update staff on changes to the SEND Code of Practice and best practice.
✓ Staff training in staff meetings on provision mapping to plan provision for all pupils in each class.
✓ A skills audit for support staff has identified strengths within our support team and these needs can be used to match the needs of our pupils.
✓ Teachers and TAs attend any relevant courses for continued professional development (including Autism and ADHD).
✓ All teachers have been trained on how to implement strategies in line with Hertfordshire's Ordinarily Available Provision.
✓ The SENCO is a qualified teacher and is in the process of achieving the National SENCO Award.
✓ Regular support from Speech and Language Therapy team, Educational Psychologist, Communication Autism Team, Visual Impairment team and Amwell View School Outreach.

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

✓ Inclusion Team advice.
✓ Educational Psychologist, Amwell View School Outreach, Autism Advisory Service, Visual Impairment Team (A referral is required to access these services and this has to be done through the Inclusion Team.)
✓ Health services – School Nurse and Speech and Language Therapy (some referrals can be made via your GP.)
✓ SpLD advisory teachers – working with or providing advice to support children with specific difficulties in English and Maths.
✓ Counsellor.
✓ Play therapy support.
✓ Access to Family Support Workers.



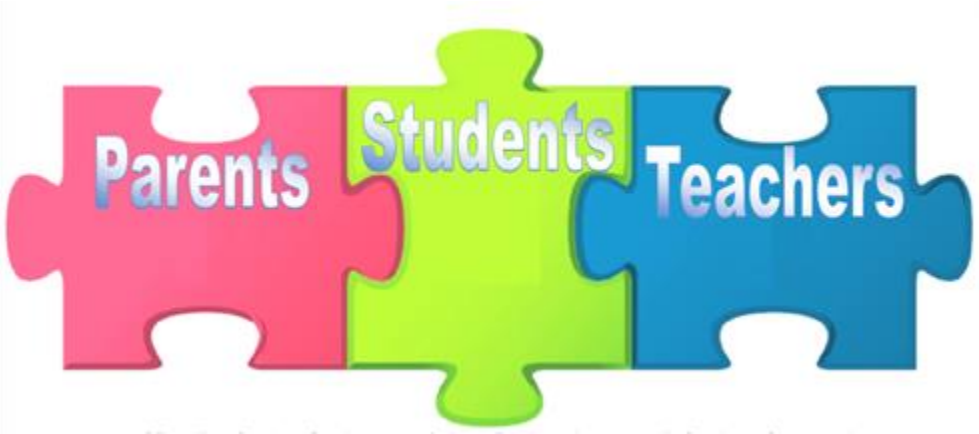




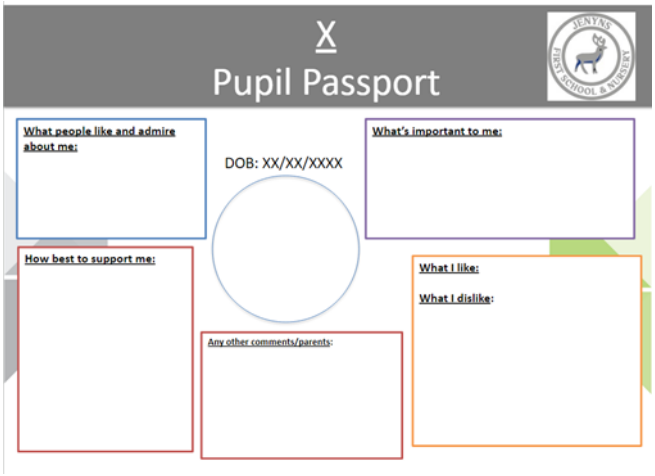
Support from external agencies is only available upon referral, before this is able to happen there is a period of time where school-based assessments will need to take place, the views of the child and the parents or carers will also be sought to ensure everyone is fully informed and working towards the same goal.

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

✓ Parent consultation meetings.
✓ Pupil Passport meetings.
✓ SEND surgeries.
✓ Access to a Family Support Worker.
✓ Home learning.
✓ Links from the school website to enhance learning.
✓ Parent workshops – in school and advertised workshops organised by local services.
✓ Your Child's Annual school report will also suggest ways to support your child in their learning.
✓ Curriculum meetings and workshops to inform and provide tips or guidance.
✓ Activities may be sent home for you to overlearn with your child at home



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



✓ You will be invited to attend parent consultation meeting throughout the school year. During the meeting personalised targets will be discussed as well as ideas on how to support your child further.

✓ We use Person Centred Approaches to consider how small changes can make a big difference.

✓ If your child is identified as having an additional need, the level of need and strategies to support your child will be fully discussed with you and your child.

✓ For some children with complex needs, where multiple agencies or services are involved, it may be necessary to refer to 'Families First' and put an 'Early Help Module' in place. Regular 'Team Around the Family (TAF) meetings will take place to ensure appropriate support is actioned.

For a few children an Education Health and Care Plan (EHC Plan) may be required, again the views of the child and the family are central to putting together a coordinated plan that involves advice from education, health and social care. An EHC Plan replaces the previous Statement of Special Educational Needs. Before an EHC Plan can be devised, there is a period of time where evidence of your child's severe, complex or lifelong need will be collected. A meeting will take place with all the people involved in your child's care, including yourself, and the final decision is made by the local education authority. Sometimes it may also be necessary to apply for extra funding to meet the needs of a few pupils, this is known as Local High Needs Funding (LHNF.)

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



✓ The individual needs of some children will be shared with supervisory staff at playtimes and lunchtimes to ensure their health and wellbeing.

✓ Sports leaders are used during longer periods of play to engage with younger children and encourage social skills such as sharing and taking turns.

✓ Before a trip can take place, the appropriate risk assessments will be carried out to identify and problem solve any individual issues which might arise.

✓ Reasonable adjustments will be made, in all areas of school life, in order to meet the needs of all children.

✓ Where necessary parents will be involved in the decision making process.

✓ Please see your Year group's Curriculum information page for more details.

How accessible is the school environment?

✓ Jenyns First School and Nursery is an accessible school, which complies with the Equality Act 2010. Please see the link below for more information:

Equality Act 2010

✓ Reasonable adjustments will be made where necessary, teachers record these on planning documents and on SEN Pupil Passports, as appropriate.

✓ The school Accessibility Plan is updated on a regular basis according to need. This document can be accessed via the school office upon request.

✓ The school does is upmost to comply with Hertfordshire's Ordinarily Available Provision.

Who can I contact for further information?

✓ Class teacher
Via the school office on 01992 821461

✓ SENCO: Mrs C Dove
Via the school office on the above telephone number or by email:
admin@jenyns.herts.sch.uk or senco@jenyns.herts.sch.uk

✓ Head teacher
Via the school office on the above telephone number or by email:
Mr J Sadler: admin@jenyns.herts.sch.uk

✓ SEND Governor
Via the school office on the above telephone number or by email:
admin@jenyns.herts.sch.uk

✓ SENDIASS (Special Educational Needs or Disabilities Information, Advice and Support Services).
https://www.hertssendiass.org.uk/home.aspx
Tel: 01992 555847

✓ Hertfordshire Local Offer – all the information regarding local services available.
https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-LocalOffer.aspx

✓ KIDS – Offers information and support to parents and carers of disabled children and young people aged 0-19yrs in Hertfordshire.
KIDS
Tel: 01992 504013

We are a welcoming and open school. We always aim to resolve any problems that occur from time to time within school, however, should it be required; a copy of the complaint's procedure is available from the school office. It is also good to hear when things are working well, so please be sure to share positive comments with us too.

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?

Nursery to Reception:

✓ Settling visit, opportunity to meet the teacher and visit the school;
✓ Session with parent/ carer prior to start – additional visits as necessary;
✓ Information evening;
✓ Transition booklet with photographs of the setting.
✓ Meetings with appropriate outside agencies.

Reception to Year 4:
✓ Information meeting/ letter home;
✓ Meet the new teacher and classroom sessions;
✓ Open evenings;
✓ Handover meetings;
✓ Transition booklet with photographs of the setting.
✓ Meetings with appropriate outside agencies

Middle school transfer or transfer to another setting:
✓ Open evenings;
✓ Taster days;
✓ Specialised Middle School transfer transition sessions – appropriate to the needs of the child, to support and promote emotional wellbeing;
✓ Maps/ photographs to increase familiarity.

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

✓ All classrooms are equipped with interactive 'Clever Touch' technology.

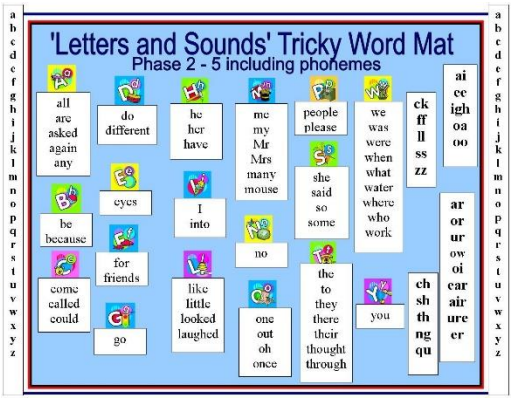
✓ Each classroom is equipped with a variety of resources to support phonics, reading, writing and mathematical concepts.

✓ Other topic-based equipment is centrally stored to allow access to all.

✓ Allocation of resources for each subject is based on budget allocations, which is decided by the Head teacher and the Governing Board.

✓ Funds and resources are allocated according to the level of need.





In exceptional circumstances additional funds can be applied for individual pupils, this is called Focused Intervention Funding (FIF).

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

✓ Pupil Passport meetings will track the progress of all pupils and will identify groups or individuals that would benefit from intervention.
✓ Pupil Passport meetings will provide an opportunity for individual targets to be reviewed and updated for SEN pupils.
✓ Progress is measured against Age Related Expectations (ARE) as defined by HfL (Herts for Learning – Hertfordshire's education advisory service.) Pupils are assessed to be working above ARE, broadly within ARE or below ARE. Sometimes pupils may be lower attaining, but not have a special educational need. More information about how SEN is defined can be found in our SEND policy on our school website.
✓ Early identification and intervention is our aim at Jenyns First School and Nursery. Supporting our children in the early years of their education to get the best start in their individual learning journey.
✓ Parents and carers will be involved if it is felt an intervention is needed or if outside agencies become involved in planning or delivering provision

All additional support children receive will be recorded on a whole school provision map and impact of this support on the children's progress or development will be measured at regular intervals.

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?

✓ Information regarding the Hertfordshire Local Authority SEND Offer can be found at:

Schools and education | Hertfordshire County Council

Hertfordshire's Local Offer is the door to finding information and support available for parents or carers of children and young people aged 0-25 with special educational needs or disabilities (SEND).

What other service, help and advice is there available to families of children with special educational needs and or disability?

This link will lead you directly to SEND pages within the Hertfordshire directory, which includes information on: activities and leisure, advice and support; childcare and education and training. If you need to speak to someone directly or require help to find the information you want, contact:

SENDIASS (Special Educational Needs or Disabilities Information, Advice and Support Services

Or

Kids

We are keen to know your thoughts about the Local Offer so we can continue to improve it. Please email localoffer@hertfordshire.gov.uk with your comments.

Further information

Helping families without internet access

If you know someone who would like to use the Local Offer but they cannot access the internet, ask them to contact their child's school, their local library, or children's centre. Find your local library here or your local children's centre within the borough of Broxbourne here. If you reside in Essex you will need to access support through the local offer here. Applications for Education, health and Care needs assessments will also need to be made to the Essex SEND team

Where else can I find reliable advice concerning SEND?

National Autistic Society	Information on what Autism is, and offers: support, advice, resources and courses.
British Dyslexia Association	Information on what Dyslexia is and offers information to support cooccurring difficulties at home and at school.
I CAN	Information to support speech language and communication needs
DYSPRAXIA FOUNDATION	Information to support dyspraxia. NHS information on dyspraxia and developmental coordination disorder can also be accessed here.
YOUNGMINDS	Information and support where there may be concerns about mental health.
CHIPS Playschemes	Offer activities for children with SEND both term time and during school holidays
SPACE	Information to support children and their families with Autism, ADHD or related condition. SPACE meet regularly to support making connections and building relationships with others.
HABS FAMILY SUPPORT TEAM	Offers support and advice directly to families living in the Hoddesdon or Broxbourne area. The service includes parenting courses, family support advice, Autism advice, as well as term time and school holiday activities for children.

Glossary of Terms

ARE – Age Related Expectation CAMHS – Childhood and Adolescent Mental Health Services EHCP – Education and Health Care Plan EHM – Early Help Module LHNF – Local High Needs Funding EP – Educational Psychologist HABS – Hoddesdon and Broxbourne Settings HfL – Herts for Learning ICT – Information Communication Technology LSA – Learning Support Assistant OT – Occupational Therapist	PALMS – Positive behaviour, Autism, Learning disability and Mental health Services. PT – Physiotherapist SALT – Speech and language therapist SENCo – Special Educational Needs Coordinator SEND- Special Educational Needs and/ or Disability. SENDIASS – Special Educational Needs and Disability Information and Advice Support Service SLT – Senior Leadership Team TAF- Team Around the Family VI – Visual Impairment