



Holtsmere End Infant and Nursery School SEN information Report 2026 for Parents

Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

We also recognise that some pupils may be disadvantaged or vulnerable, and we ensure their needs are carefully considered so that they receive the right support at the right time. Our approach aims to remove barriers, promote equity, and enable every child to achieve their full potential.

Our definition of vulnerable pupils:

https://www.holtsmereinfants.herts.sch.uk/docs/Definition_of_Vulnerable_Pupils.pdf

What is the Local Offer?

The LA (Local Authority) Local Offer

- The Children and Families Act 2014 stipulates that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

At Holtsmere End Infant and Nursery School, we embrace the fact that every child is different and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

1. Who are the best people to talk to at Holtsmere End Infants School about my child's difficulties with learning/Special Educational Needs or Disability SEND?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.

- Writing Pupil Progress targets/APDR Assess Plan Do Review Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo: Mr Sundeep Chandra

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs Nicola O'Connell

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEN Governor: Mr Jai Voralia

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school. Governor visits with a SEN focus.

2. What are the different types of support available for a child with SEND in our school?

a) Class teacher input, via high quality classroom teaching

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 built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.

This may involve things like using more practical learning.

- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

Run in the classroom or a group room.

Run by a teacher or a Learning Support Assistant (LSA)

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/Class Teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team (DESC) or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
 - The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the SLCA Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that Local Authority Services 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.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need 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 current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo).
- The school SEN Governor can also be contacted for support.

4. How will the school let me know if they are concerned about my child's learning in school?

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

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

https://www.holtsmereininfants.herts.sch.uk/docs/Flow_chart_identifying_need_2025.pdf

5. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already;
- the children needing extra support;
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to children with SEND in this school?

School provision:

- Teachers responsible for teaching SEN groups/individuals
- Learning Support Assistants and HLTAs mainly working with either individual children or small groups.

Local Authority Provision delivered in school:

- SLCA (Speech and Language, Communication and Autism) Advisory team
- Educational Psychology Service
- Sensory resources
- SALT (Speech and Language Therapy)
- DESC - <http://dacorumesc.herts.sch.uk/outreach/> - Behaviour support
- Specialist Advisory Services
- Woodfield Outreach Service
- DSPL8 support
- Dacorum Family Support
- Counselling and Play Therapy

Health Provision delivered in school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- CAMHs

The school nurse has also worked with the school and made referrals to different health services such as the Community Paediatricians and Complex Medical Care Team. A number of staff have been trained to administer insulin for Type 1 Diabetes – training provided by the Paediatric diabetes Team. Staff have also been trained in epipen usage to support children with allergies. We also have a trained nurse on the staff who works with a child with complex medical needs. For more information about any of the above mentioned services, please contact Mr Sundeep Chandra, SENCo.

7. How are the teachers in school helped to work with children with SEND and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from ADDvance (Autism).
- All members of staff have undertaken the 'Therapeutic Thinking Hertfordshire Steps' training which is Hertfordshire's preferred approach to supporting positive behaviour in schools.

8. How will teaching be adapted for my child with SEND?

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.

- Adaptive teaching is at the heart of our practice, ensuring that all pupils receive learning experiences tailored to their individual needs.
- Adaptive teaching will include, as a minimum: Zones of Regulation, Visual timetables, Consistent routines.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9. How will we measure the progress of your child in school?

Your child's progress will be continually monitored by their class teacher.
Their progress will be reviewed formally with the Headteacher and SENCo every term.

- If your child is in Early Years (or in KS1 when appropriate), a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps.

In KS1 a pre-key stage tracking system is used to break learning down into smaller steps, track progress and show attainment.

We use several tools to identify need and various next steps, for example SPLD assessments and 5-minute box assessment resources.

- Where necessary, children will have a Learning Support Plan (APDR) based on targets set by outside agencies specific to their needs. SMART targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. Parents and the child's views are collected prior to the Annual Review. Outside professionals contribute where appropriate.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Supportive 'Drop-ins' will take place by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of SEN teaching and learning is high.

10. What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Assess Plan Do Review Plans (APDR) will be reviewed each term.
- Homework will be adjusted as needed to your child's individual requirements.

11. How is Holtsmere End Infant and Nursery School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors.
- The front desk has a wheel-chair height section and is DDA compliant.

- There is one disabled toilet and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN.

12 . How will we support your child when joining this school? Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Early Years Leader when appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition booklet to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases a planning meeting will take place with the new teacher. Assess Plan Do Review Plans (APDR) will be shared with the new teacher.
- If your child would be helped by a book/passport/video tour to support them in understand moving on, then one will be made for them.
- All information from outside agencies will be passed on to the new teacher so that they understand your child's learning journey.

13. How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

There are two designated senior leaders (DSL) in the school, which covers safeguarding and child protection of all children within the school. All staff have undertaken Prevent training. Staff have received up to date training in First Aid which includes EpiPen training, 6 staff have paediatric training, 3 staff have training in administering insulin for type 1 diabetes. All staff have undertaken the 'Therapeutic Thinking Hertfordshire steps' training which promotes a positive and nurturing approach to behaviour management.

The school works closely with Dacorum Family Support who offer advice to families who need to discuss issues of a personal or family nature.

We also have members of the staff team who are trained to deliver ELSA (Emotional Literacy Support Assistant).

A practitioner from the MHST (Mental Health Support Team) is based at our school each Friday and supports parents and children

The school has a consistent behaviour policy for all children which is published on the school website. The school adheres to the statutory guidance 'Supporting Pupils at school with medical conditions'. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer:

- Nurturing environment
- Sensory Room – a space where children can safely explore calming sensory experiences to help them regulate and refocus.
- Strong, effective links with the DESC e.g play therapy, behaviour, protective behaviours
- Strong, effective links with Dacorum Family Support
- Lunchtime and playtime support through planned activities with a Learning Support Assistant (LSA).

14. 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?

The authority's local offer of services and provision for children and young people with SEN can be accessed at www.hertsdirect.org/localoffer

School Contacts:

If you would like to discuss your child's needs with a member of our team, please contact the school office on 01442 211963

Mrs O'Connell head@holtsmereinfants.herts.sch.uk

Mr Chandra SENCo@holtsmereinfants.herts.sch.uk