



Kingsway Infant School SEN Information Report

January 2026

Welcome to Our SEN Information Report

Welcome to our Special Educational Needs (SEN) Information Report. This report has been created to explain how we identify, support, and celebrate pupils with special educational needs, and how we work together with families to ensure every child can thrive.

If you have any questions or would like to know more about the support we offer, please speak a member of our team or our SENCO (Special Educational Needs Coordinator).

Kingsway Infant School SENCO- Hanna Biernacka

Email: admin@kingsway.herts.sch.uk

Telephone: 01923 675005



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Co-production with families

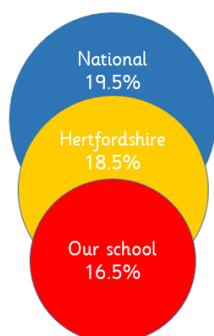
You as parents and carers are the experts on your children at Kingsway. We strive to work in partnership with families to help shape the support that your child receives through:

- Regular communication through meetings, phone calls, or informal conversations.
- Collaborative planning of support strategies and target setting, ensuring that your views and your child's voice are at the heart of every decision.
- Reviewing progress together at least termly and adapting support based on shared understanding.
- Inviting families to contribute to wider school developments, such as policies, SEND provision planning, or parent-carer workshops.

Building a strong partnership between families and our school enables children with SEND to achieve their full potential. Parents/carers should always be kept well informed about their child's progress at school and any difficulties be made known to them at the earliest stage.

We value your thoughts and feedback on the SEN information report and the provision outlined throughout this report. If you have, any questions or suggestions please let us know!

About our school



At Kingsway, all staff take responsibility for putting support into place to aid children with SEN. If you have concerns about your child, please share these with the class teacher or SENCO.

Our school average for pupils receiving SEN support, including children with Education Health Care (EHC) Plans is 16.5%. This is lower than both the Hertfordshire average of [18.5%](#) and the National average of [19.5%](#).

We are an inclusive school and provide support for pupils with a wide range of special educational needs. These needs fall into four broad areas. Many children may have needs that span more than one area, and support is tailored to each child's individual profile.

1. Communication and Interaction

This includes children who have difficulty communicating with others, understanding language, or using language socially. Needs in this area may include:

- Speech, language and communication needs (SLCN)
- Social communication difficulties
- Autism spectrum disorder (ASD)

2. Cognition and Learning

Children with these needs may learn at a slower pace than their peers or require additional strategies to support thinking, memory, and learning. This may include:

- Moderate, severe, or profound learning difficulties
- Specific learning difficulties such as dyslexia, dyspraxia, or dyscalculia

3. Social, Emotional and Mental Health (SEMH)

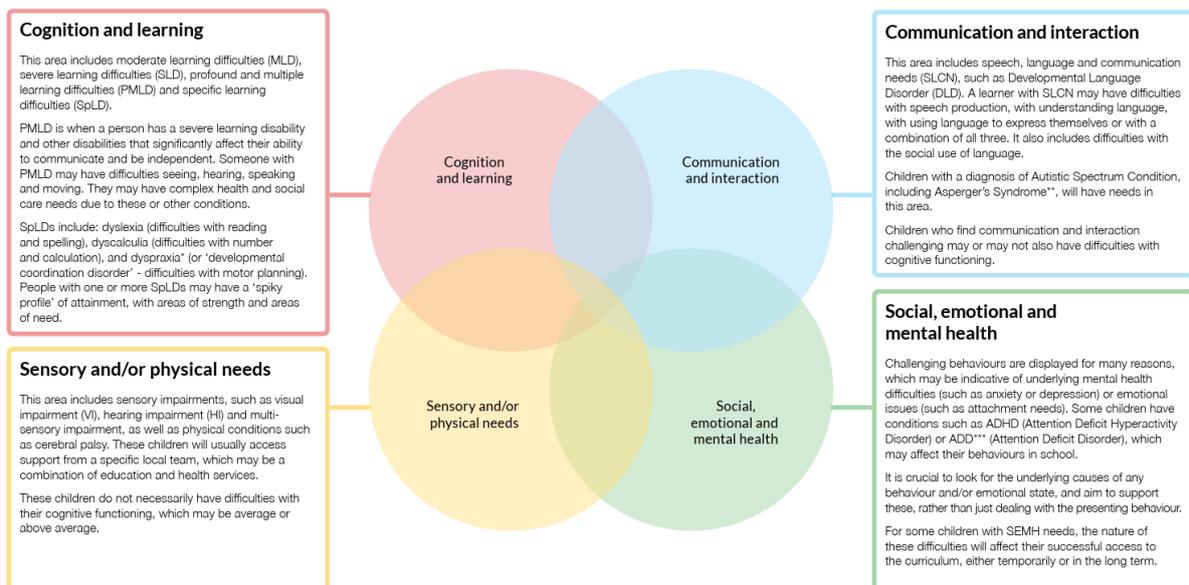
These needs relate to a child's emotional wellbeing, behaviour, or ability to manage relationships. Support may be needed for:

- Anxiety, low mood, or emotional regulation
- Attachment needs
- Attention difficulties, including ADHD
- Behaviour that reflects underlying social or emotional challenges

4. Sensory and/or Physical Needs

Children may need help to access the curriculum due to sensory or physical differences. These may include:

- Hearing or visual impairments
- Physical disabilities
- Sensory processing differences
- Medical needs that affect learning or participation



1a. How does the school know if the children/young people need extra help

How do we identify children with special educational needs?

At different times in their school life, a child may have a Special Educational Need (SEN). The SEND Code of Practice 2015 defines SEN as:

A Child or Young Person may have 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 if he or she:

- a) has significantly greater difficulty in learning than the majority of others of the same age, or*
- b) has a disability which prevents or hinders him/her from making use of the facilities of a kind that are provided for others of the same age in mainstream school settings and post-16 institutions.*

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, the child may be identified as having SEN. Information will be gathered including seeking the views of parents, carers and the child, as well as from teachers and any ongoing assessments.

Teacher assessment is key to identifying the children who need extra help.

- We assess each pupil's current skills and level of attainment on entry. Following this, class teachers, with the support of the senior leadership team, make regular assessments of progress for all pupils.
- Where children are making less than expected progress, given their age and individual circumstances, we consider what extra help is necessary. This can include progress in areas other than attainment, for example, social needs.
- Where progress is not as expected, we follow the Hertfordshire recommendations set out in [Ordinarily Available Provision](#), meeting the emerging needs of learners.
- If progress continues to be a concern, the class teacher and/or SENCO will communicate with parents/carers and consider if there is a special educational need. Collaborative work will be carried out to generate a holistic view of the learner and support them as necessary.

1b. What should I do if I think my child may have special educational needs?

How are parents/carers informed if their child has special educational needs?

If we suspect that your child has special educational needs, we will discuss this with you in a timely manner. We will ask you to join the class teacher and SENCO in a meeting to talk about the needs of your child. During this conversation, we will ask you about your thoughts and work collaboratively with you to set targets and discuss actions to support in achieving these targets. Where possible, we encourage the

child to be a part of this meeting so that they can share their thoughts on their school experiences.

How will parents/carers be able to raise any concerns they may have?

If you have concerns over your child's learning, please raise these with your child's class teacher. Together, you may decide to arrange a meeting to discuss any needs. We encourage the child to be a part of this meeting so that they can communicate what they find difficult. To help us in generating a holistic view of your child, you may be asked to fill out some forms, which will provide us with more information about the child's strengths and areas of need.

Alternatively, please ring the school office 01923 675005 or email admin@kingsway.herts.sch.uk where our admin will help direct you to the class teacher and/or SENCO.

How are the children and young person's views listened to?

Children are at the centre of what we do. Ensuring that their views are listened to is essential to help provide suitable support. In the classroom, children build strong relationships with adults which aids effective communication. The children are encouraged to share their feelings through the Zones of Regulation and during frequent circle times of feelings check ins. Our PSHE curriculum allows time for children to share their own life experiences and thoughts, often focusing on talking about their own strengths and weaknesses. When setting targets, we have conversations with children, asking them what they think their strengths are and what they would like to get better at. This allows us to have a pupil centred approach when target setting. We also encourage the children to be part of the meetings and conversations with parents/carers so that they can share their views and experiences.

Key people to contact about SEN concerns

Person	Contact Details
Class Teachers	Telephone: 01923 675005 Email: admin@kingsway.herts.sch.uk
Miss Hanna Biernacka SENCO and Inclusion Coordinator	Telephone: 01923 675005 Email: admin@kingsway.herts.sch.uk
Mrs Debbie Knights Head Teacher and Designated Safeguarding Person	Telephone: 01923 675005 Email: admin@kingsway.herts.sch.uk
Miss Aimee Smith Deputy Head Teacher and Deputy Designated Safeguarding Person	Telephone: 01923 675005 Email: admin@kingsway.herts.sch.uk

[2. How will the school support my child?](#)

At Kingsway, staff work collaboratively with each other to provide support for all children, including children with SEN.

- The Headteacher (Debbie Knights) has overall responsibility for provision of pupils.
- The SENCO and Inclusion Co-ordinator (Hanna Biernacka) is responsible for the leadership and day-to-day management of provision for SEND.
- Class teachers are responsible for checking on the progress of all pupils, identify, plan, and deliver any additional support that a pupil may need in liaison with the SENCO. The Class teacher will share/review any intervention plans with parents and carers each half term. Class teachers have the responsibility for personalising teaching and learning as identified in the class provision maps and through Quality First Teaching.
- Teaching Assistants may be responsible for identifying, planning and delivering any additional support that a pupils may need in liaison with the Class Teacher. They have a key role in supporting the teacher in the delivery of a high quality curriculum.
- The SEND link governor is Nikki Osborn, she is responsible for monitoring and reviewing the SEND provision throughout our school. She feeds back to the whole governing body after her visits.
- All staff have a responsibility to ensure that the Inclusion and Special Educational Needs and Disability Policy is followed in their classrooms and implemented for all pupils.

The school oversees the provision for children with SEN by providing support that is **additional to** or **different from** the differentiated approaches of teaching and learning normally provided as part of the ordinarily available provision within the classroom environment.

Some pupils may require a more personalised approach that supports any barriers to learning including any further strategies to help. This will be set out in individual **Assess, Plan, Do, Review** (APDR) cycles. This ensures that additional support and provision effectively meet individual needs.

The majority of children with SEN will have their needs met using the four-stage cycle, reviewed at regular intervals and any relevant changes made to provision. In some circumstances, it may be necessary to request the support of external agencies and in these cases determine whether or not a request for an Education Health and Care (EHC) needs assessment would be beneficial. This request can be made to the Local Authority in accordance with Education, Health and Care. Any request by the school for an EHCP (Education Health Care Plan) is made in liaison with parents, carers and professionals. Parental/carers requests can also be made to the Local Authority.

The Assess, Plan, Do, Review Cycle

Assess

This is the first step in the process and involves taking into consideration all of the information from discussions with parents, carers, the child, the Class Teacher assessments and/or any other relevant support services inclusive of the previous settings attended.

Plan

The second stage identifies barriers to learning, any intended outcomes and details of what additional support will be planned and provided to overcome the barriers to learning. Any decisions made are completed with the parents, carers, the pupil and relevant staff. Decisions to implement any intervention plan will be discussed and recorded on PSP's which are reviewed each half term.

Do

Any support or interventions that have been discussed and decided as part of a pupil's support plan will be implemented through provision of additional support for learning, aids and/or resources that will enhance learning and, if necessary, referrals to outside services and support. All of the above will be set out in the initial intervention support plan.

Review

Regular reviews (half-termly) of the impact of any support provided will be measured and where necessary any changes to the support plan will be made. All those involved will contribute to the review at this stage – the child, parents, carers, class teachers, support staff and SENCO. The review will then inform the next stage of the cycle. Pupil progress reviews are held with Teachers and Senior Leaders termly. These meetings decide on the next steps in a pupil's learning. Pupils are involved in having a voice as to what is working well for them, what the next steps are in their learning and what will help overcome barriers.

[3. How will I know how my child is doing?](#)

Your child's progress will be regularly monitored by the Class Teacher as an ongoing part of the four stage **Assess, Plan, Do** and **Review** cycle. The half-termly reviews ensure that any interventions are having the impact on progress and achieves the outcomes set out in the initial plan. The review process will involve parents, carers, the child and the Class Teachers. During the review process, parents and carers alongside the child have the opportunity to discuss their thoughts and put forward any suggestions for targets and provision put in place. Within the review, we consider whether the targets have been met and if the provision was effective. Changes are made accordingly.

Parents and carers of children with SEN are also invited to attend termly meetings with the SENCO. During the meeting, we will discuss the progress of your child. The meeting also provides an opportunity to give feedback on the provision and support put in place.

Progress of any pupil's with an EHCP will be reviewed annually in line with Local Authority guidelines and all support services involved within the plan will contribute to the progress review. A parent and carer may be able to request an early review if they feel that is necessary.

Parents and carers are also invited to attend parent's evening in the Autumn and Spring term, followed by an end of year report in the Summer term. This conversation and report is centred around how your child is progressing and what support is in place

If necessary, we may decide on additional ways of communicating how your child is doing. This ranges from catching up with each other at drop off and pick up to children having proud books or communication logs.

[4. How will the school's approach to teaching and learning be matched to my child's needs?](#)

High quality teaching is at the centre of pupil progression. As a school, we follow the Education Endowment Foundations' ['five-a-day'](#) approach to support learners with SEN across the whole curriculum. In addition, we follow the Hertfordshire recommendations set out in [Ordinarily Available Provision](#) to inform our practice and the way in which we support learners with emerging needs and SEN. We understand the value of children being in class, accessing the high quality teaching, so we try to support learners through targeted support during lessons. This may be through the child having scaffolding or adapted work, adult support whilst working as part of focus group, having access to technology amongst other things.

Where necessary additional interventions are put into place. These are delivered by both class teachers and teaching assistants, who receive additional support and training to equip them in delivering these interventions successfully. In some cases, the child's work might be adapted to suit their individual interests to engage them in learning.

Where a child has an APDR plan or an EHCP, action as outlined within the plan will be taken to support progress. Parents and carers as well as the children, are part of the conversations surrounding the target setting and provision put in place to support children's progress and outcomes. Parent, carer and children's views are noted on the APDR plans and the EHCP.

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

It is recognised that some children may have emotional and social needs or medical needs that may require additional support for a variety of reasons. As a school we prioritise wellbeing and strive to develop children's emotional literacy. Our Head Teacher, Debbie Knights, is our Mental Health Lead Practitioner who oversees the wellbeing in our school.

We prioritise wellbeing by:

- Having a rich Personal, Social, Health and Economic (PSHE/RSE) curriculum, following the schemes of Jigsaw and Heads Up Kids.
- Using Zones of Regulation throughout the school, getting children to recognise their feelings and thinking about what the children can do to regulate emotions.
- Completing feelings check-ins 3 times a week, where children hear adults modelling taking about feelings and develop empathy by listening to each other's feelings.

- Using a therapeutic approach to behaviour, asking the why behind behaviours whilst aiming to build internal discipline by fostering emotional wellbeing and positive relationships.
- Adults modelling WIN (I wonder..., I can see... and I notice...) vocabulary when observing behaviours and offering methods to help with regulation and taking on the PACE (Playfulness, Acceptance, Curiosity and Empathy) approach when supporting with behaviour.

For pupils requiring further support in this area of need we have access to a range of services, which includes School Health, Behaviour Support Teams, South West Herts Family Support Team, staff trained in Drawing and Talking Therapy and a mentoring programme. If a pupil requires additional support, the SENCO may access this from external agencies with the consent of the parents and carers.

If a child has a presenting medical need, staff follow individual health plans. Upon enrolling your child at Kingsway Infant School, you will fill out medical forms. Our first aid trained members of staff will follow the information provided there when administering medication. When supporting children with personal care, staff ensure they follow the intimate care policy alongside information on the individual health plan.

We support behaviour by having a behaviour policy focused on the Therapeutic Approach. This means we explore the why behind behaviours and support children in building internal discipline by fostering emotional wellbeing and building positive relationships. Where necessary, individuals may have Risk Reduction Plans and advice may be sought from behaviour specialists within the Local Authority or externally.

We aim to prevent and respond to bullying by prioritising inclusion within our school. Our PSHE lessons aim to mirror the experiences of the children whilst also introducing them to the experiences of others in a safe and nurturing environment. The use of the Zones of Regulation and feelings check ins, further provides an opportunity for children to develop empathy towards others by recognising each other's feelings. We also participate in an annual Anti-Bullying Week, where we attend workshops and carry out different activities to support children in recognising what bullying is and steps to take if they see or experience bullying. Our behaviour policy supports children in making 'pro-social behaviour' choices and offers a reflection time when children display 'anti-social behaviour' choices, across all areas of the school. However, if persistent anti-social behaviours are displayed, parents and carers are communicated with about these as these may lead to behaviours such as bullying. Where bullying is happening, the Class Teachers will firstly communicate their concerns with the parents and carers of the children involved, alongside communicating with the staff within our school so they understand the scale of the concern. Further action will be taken upon the advice of the Senior Leadership team and safeguarding concerns will be recorded appropriately. In some instances, individualised plans may be written alongside the school seeking support from external agencies.

Our school is committed to listening to and responding to the views of children and young people, ensuring that their voices are valued and acted upon. We take all

concerns seriously, particularly those related to safeguarding, and have clear procedures in place so pupils feel safe to speak up and know they will be supported. Strong, trusting relationships between staff and pupils are central to our approach, enabling open communication and mutual respect. Our behaviour policy promotes fairness, consistency, and positive choices, helping children understand expectations while feeling heard. At the beginning of each year, a School Council and an Eco Council is elected. This provides the children with an opportunity to be ambassadors for change. All children can talk to their elected council to share their thoughts about our school. Through PSHE lessons, pupils are encouraged to express their thoughts, develop emotional literacy, and learn about their rights and responsibilities. We also use the Zones of Regulation and regular Circle Time sessions to help children recognise, share, and manage their feelings in a supportive environment. In addition, Anti-Bullying Week and targeted workshops reinforce our commitment to pupil voice, providing opportunities for discussion, reflection, and action to ensure a safe, inclusive, and respectful school community.

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

The staff at Kingsway Infant School are fully committed to enhancing the children's skills through Continued Professional Development that enhances the teaching and learning as well as the spiritual, moral, social and cultural well-being of ALL pupils, including those with SEND.

Training includes:

- Hertfordshire Therapeutic Thinking and approaches to Behaviour – Behaviour Training
- First Aid, including Paediatric First Aid
- Health and Safety and Offsite Visits
- Child Protection and Safeguarding
- Teaching Assistants fully trained in Eiklan Speech and Language delivery
- Autism (Autism Education Trust - AET and Hertfordshire Level 2 Autism training)
- Literacy and Numeracy (Numicon) Interventions and catch up programmes
- Little Wandle Letters and Sounds Phonics support
- Emotional Resilience and Well-being
- Attachment Awareness, Trauma and Resilience
- Speech and Language support, including the 'Neli Programme'
- Training sessions to support specific needs, ie, autism, dyslexia, Makaton
- ICT and use of a variety of apps and new technologies.

All training is refreshed and updated regularly. Opportunities for any additional training are sought to ensure that staff maintain an up to date working knowledge of SEND issues and current legislation.

The Code of Practice 2015 states that:

*The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.*

Our SENCO, Hanna Biernacka, is a qualified teacher who started the role of a SENCO in November 2025. She is currently undertaking the NPQ for SENCOs (the new qualification in place of the National Award in Special Educational Needs Co-ordination), which she is due to finish in May 2027.

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

Advice and support may be requested from other external professionals with the consent of parents and carers for more complex needs.

Kingsway Infant School has well established and effective partnerships with a number of external support services, all of which have an important role in supporting the school identify, assess, plan and ensure there is effective and appropriate provision for pupils with additional needs.

Such services may include:

- Educational Psychologist
- Speech and Language Therapist
- Specific Learning Difficulties Outreach Service
- Occupational Therapist/Physiotherapist
- Specialist Advisory Teachers (Autism/Physical and Neurological Impairment/Deaf)
- Behaviour Support Teams and Outreach Services
- School Health Nurse/Health Visitors
- Attendance Improvement Officer
- School Based Family Support Worker (South West Herts Partnership)
- Children's Services and Local Children's Centre
- School Health
- 0-25 SEND Team

Support from external services is sought following a discussion with the parents/carers where we jointly believe that the child would benefit from what the services have to offer.

External Contact Details for Parents/Carers

Here are a few services who could be of use to parents and carers of children with SEN. If you need any further support around this, please speak with our SENCO.

<p>Organisation</p> <p>Local Offer</p> <p>Website with available services for parents and carers. https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</p>
<p>DSPL9</p> <p>Delivering Special Provision Locally is a Hertfordshire partnership that provides advice and support services available within the local community. https://www.dspl9.uk/page/?title=Local+Support+for+Parents&pid=28</p>
<p>SENDIASS</p> <p>SENDIASS are an impartial SEND Information, Advice and Support Service. It provides free, confidential information, advice and support.</p> <p>Phone: 01992 555847 Email: info@hertssendiass.org https://www.hertssendiass.org.uk/home.aspx</p>

[8. How will the school help me to support my child's learning?](#)

Kingsway provides parents and carers with numerous opportunities to support their children's learning.

- The main home learning sent home, at least once a week, is a reading book reflective of your child's reading level. Reading builds many foundational skills which is why it is such a priority for us as a school.
- Teachers will also send parents updates through Arbor on the learning that the children have been doing, including word of the day, some of the key learning, as well as a summary of the weekly phonics/spelling.
- Where appropriate, teachers will have additional conversations with parents and carers about what the child finds difficult and how they can be supported at home. Conversations during APDR meetings and parent's evening meetings will also touch on how you can support your child's learning.
- Additional resources such as worksheets or books may be provided to support additional home learning.
- Parents and carers are invited to come in to events such as 'Stay and Play', 'Come and See phonics', 'Open Classroom afternoons' or presentations delivered by the teachers about different areas of the curriculum.
- Looking on our newsletter and the school website to find out more about your child's learning and find additional resources. We often link useful websites and resources, such as E-Safety videos.

Additionally, we promote the services, training and learning events run by Delivering Special Provision Locally (DSPL9), Family First and South West Herts support.

9. How does the school enable constructive partnership working with families?

As parents and carers, you know you children the best which is why it is important to work in a collaborative but constructive partnership. We welcome parent and carer feedback to improve our school through parent questionnaires. Additionally we ask for feedback after shows, open classrooms and parent's evenings. To support parents and carers in staying informed about our school, we release a weekly newsletter, regularly update our website, post classroom notices and send messages through Arbor.

It is also important to our school to hear the voices of the children about whole-school issues. Our school council and eco council representatives are annually elected through a democratic vote. They have a responsibility for feeding back their peer's thoughts and ideas. Staff members carry out regular pupil voice, asking for feedback about school resources as well as the curriculum, including how they would change it to make it better.

Through providing feedback, parents and carers help us to adapt and improve our SEND policy and practice. This includes filling out the parent questionnaires, feedback through conversation and even email correspondence. Our governors also support in the development of our SEND policy and practice, sitting in on meetings and providing feedback on the school's practices. Nikki Osborn is the SEND link governor and she reports back to the whole governing body.

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

Kingsway Infant School believes that **ALL** children are entitled to the same access to extra-curricular activities and, as required by the Equality Act 2010, are committed to making reasonable adjustments to ensure participation for all pupils.

Additional steps are taken to ensure that pupils with SEN have positive experiences when partaking in activities outside the classroom. Where necessary, a member of staff will speak to the parent or carer about potential additional arrangements. Individual risk assessments are also completed for some children with SEN, if the school deem this necessary.

If you have any questions around activities outside the classroom, please speak with you child's class teacher, the SENCO or other leadership.

11. How accessible is the school environment?

Kingsway Infant School is fully compliant with the Equality Act 2010. All staff ensure that wherever possible, equipment used is accessible to all pupils.

There is access to sensory equipment or technology. A number of safe and quiet spaces in and around school are accessible to children, including the hive and the sensory room. Pupils are also able to use the outdoor classroom where we have guinea pigs, a fishpond and an outdoor trampoline.

All classrooms have interactive whiteboards. Pupils have access to a range of technology including iPads and Chromebooks.

The school office is accessible for wheel chair users from where classrooms can be accessed. By the school office there is an accessible toilet. White Class can also be accessed via a ramp leading from the school playground. In White Class, there is an additional accessible toilet.

After school clubs and/or extra-curricular activities are accessible to ALL pupils, including those with SEND. Contact the school office or Hanna Biernacka (SENCO) if your child has any specific requirement with regards to their needs.

[12. Who can I contact for further information?](#)

Kingsway Infant School SENCO- Hanna Biernacka
Email: admin@kingsway.herts.sch.uk
Telephone: 01923 675005



If you have concerns over your child's learning, your first point of contact should be your child's class teacher. It may not be appropriate to speak to your child's teacher at drop off or pick up but a meeting can be arranged at a more convenient time. If that is not possible, please ring the school office at 01923 675005 for further arrangements to be made.

Please follow the [complaints policy](#) if you have further complaints about your child's SEN provision.

External Contact Details for Parents/Carers

Here are a few services who could be of use to parents and carers of children with SEN. If you need any further support around this, please speak with our SENCO.

Organisation
Local Offer Website with available services for parents and carers. https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx
DSPL9 Delivering Special Provision Locally is a Hertfordshire partnership that provides advice and support services available within the local community. https://www.dspl9.uk/page/?title=Local+Support+for+Parents&pid=28
SENDIASS SENDIASS are an impartial SEND Information, Advice and Support Service. It provides free, confidential information, advice and support. Phone: 01992 555847 Email: info@hertssendiass.org https://www.hertssendiass.org.uk/home.aspx

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

Transition is a process that all children experience at different times throughout their lives; it can involve moving from class to class, right through to moving on to a new school. It is recognised at Kingsway Infant School that transition is an important time for both pupils and parents and carers and even more so for pupils with SEND. Staff here work closely with parents, carers, pupils and other settings to ensure that all transitions are well supported and information shared to support moving on.

Preparation for transitions within the school begins in the Summer Term. Where it is possible, pupils will visit their new classes, teachers, and schools. We liaise closely with Kingsway Junior School and Kingswood Nursery as well as other local schools and Early Years settings in the local area. New parents/carers information meetings are held during the Summer Term and a 'Meet the Teacher' session for parents/carers is provided in the first few weeks of school starting in September.

For pupils with SEND, the SENCO will liaise closely with staff and SENCO's from other settings. This helps ensure that any additional visits and/or meetings that need to be arranged prior to transition, are planned in advance to include all services supporting the child and their family.

As a school, we will consider any reasonable adjustments that need to be made for a child prior to their arrival.

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

Schools may receive additional income through a local high needs funding application or through funds allocation from a child's EHCP. School may also receive additional funding depending on the percentage of children with SEN on roll. Any funding received is used to support the child's additional needs, ie, additional support staff, mentoring, physical resources or activities.

15. How are decisions made about the range of support my child will receive?

The support a child receives will be discussed with parents, the child and Class Teacher or SENCO. This will start, where possible, before the child has joined the school.

All SEN information regarding a child is shared with next school setting prior to them leaving our school. This may also include visits by professionals from other schools or the transfer of resources to the new setting.

16. Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

What is the Local Offer?

The Children's and Families Bill (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is known as the Local Offer.

The intention of the Local Offer within an authority is to inform children, young people and families of those with SEND, of available services to them within their local area/authority. It is an important resource for parents and carers in understanding the range and availability of services and provision.

To find out about the Hertfordshire's Local Authority Offer and services available to young people with SEND, click the link below and search for SEND.

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

What is Delivering Special Provision Locally (DSPL)?

DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in Early Years settings and schools, further education colleges, LA officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that:

- meet the needs of children and young people with Special Educational Needs and/or Disabilities (SEND), aged 0-25, as close to home as possible;

- improve outcomes for wellbeing and attainment;
- widens choice for children and parents/carers;
- removes barriers to learning and
- uses resources more effectively.

To find out about the [DSPL9 Local Offer](#) and services available to young people with SEND, click the link below and search for SEND.

<http://dsplarea9.org.uk>

[Glossary](#)

SEN (Special Educational Needs)

A child or young person has SEN if they have a learning difficulty or disability that requires additional or different support to that normally provided.

SEND (Special Educational Needs and Disabilities)

An umbrella term referring to children and young people with special educational needs and/or disabilities.

SENCO (Special Educational Needs Coordinator)

A qualified teacher responsible for coordinating SEN provision and support within the school.

EHCP (Education, Health and Care Plan)

A legal document outlining a child or young person's special educational needs, the support required, and desired outcomes, for those with more complex needs.

Graduated Approach

A four-stage cycle of support: *Assess, Plan, Do, Review*, used to identify needs and monitor progress.

Assess

Identifying a child's needs through observations, assessments, and discussions with parents, pupils, and professionals.

Plan

Agreeing outcomes and support strategies to meet identified needs.

Do

Putting the planned support into practice.

Review

Evaluating the effectiveness of support and making adjustments if needed.

Reasonable Adjustments

Changes made to the learning environment or teaching methods to ensure pupils with SEND can access learning equally.

Intervention

Targeted support provided in addition to quality first teaching to help pupils make progress.

APDR Cycles

A document outlining specific targets and support strategies for a child with SEN.

Provision Map

A document showing the range of support and interventions available to pupils with SEN.