

# Yorke Mead Primary School

## SEN Information Report

September 2025



<b>What types of SEN do we provide for?</b>	<p>As a mainstream setting we provide for all four types of special educational need:</p> <ul style="list-style-type: none"><li>• <b>Communication and Interaction</b> - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.</li><li>• <b>Cognition and Learning</b> -for example, where children and young people learn at a slower pace than others their age, have difficulties with organisation and memory skills, or have a specific learning difficulty affecting one particular part of their learning performance such as in English or Maths.</li><li>• <b>Social, Mental and Emotional Health</b> – for example, where children and young people have difficulty managing their relationships with other people,</li></ul>
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	<p>are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.</p> <ul style="list-style-type: none"> <li>• <b>Sensory and/or Physical Needs</b> - for example, children and young people with visual and/or hearing impairments, or a physical need that means they need additional ongoing support and equipment.</li> </ul> <p>Sometimes having special educational needs can include more than one of these areas.</p> <p>Many children and young people with SEN may also have a disability, in which it is our duty to follow the Equality Act (2010).</p>
<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>Through quality first teaching, teachers continually assess pupils' progress through daily observation, marking and feedback. Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. Each term, teachers make a formal judgement of pupils' achievements. The progress of all pupils is assessed in half termly pupil progress meetings, which includes a termly review from Senior leaders and Special Educational Needs Coordinator (SENDCO) every term. Between these discussions, staff may bring any concerns to the SENDCO and/or Senior Leaders; which is then discussed in fortnightly Vulnerable Pupil Discussions leading to provision is then adjusted accordingly.</p> <p>Assessment data is analysed termly and any children making less than expected progress in any term are noted and discussed during pupil progress meetings and provision is adjusted accordingly. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents and an Assess, Plan, Do Review Plan will be put in place.</p> <p>Children have many opportunities to articulate concerns or anxieties about their own learning. They are taught to self-assess their learning, Target books have been created for all children on the SEND Register, whereby some work towards their</p>

	<p>target is recorded. The Class Teacher and/or SENDCO meets with the children at least once every term to discuss their targets and to see how they are feeling with their learning. This pupil voice is recorded on their APDR. KS2 children are invited along to the SEN consultations.</p>
<p><b>Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?</b></p>	<p>Miss Buckman (SENDCo for Nursery-Y5) Mrs Elliott (SENDCo for Y6) 01923 778420 (ext 5)</p>
<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>All children have access to <b>Quality First Teaching</b>, delivered by a class teacher. Work and tasks are adapted to match the needs of the child. The teaching is based on building on what your child already knows, can do and can understand. There are many different ways of teaching, and the teaching staff will ensure your child is fully involved, which may involve practical learning or different resources which have been adapted for your child.</p> <p>If children are still finding it challenging to understand and make progress with the curriculum, additional support is arranged through the identification processes listed earlier. Additional support delivers focused and targeted <b>interventions</b> through small group work or one-to-one work, this will be delivered by need. The provision and who delivers it will be matched to the needs identified.</p> <p>There is more information about the school curriculum on our website at  <a href="#">Yorke Mead Primary School - Statutory Information</a></p> <p>School may need to refer to external professionals for further specialist support. This could be; Speech and language, Speech communication and Autism team, Occupational therapy, behaviour or learning outreach.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>The school is accessible to all. We have accessible routes to all classrooms and offices. There is a disabled toilet in both main buildings. Most classrooms are fitted</p>

	<p>with sound field systems. Teachers use highly visual approaches to teaching and learning.</p> <p>We are fully committed to providing for the needs of all children at the school. This includes developing the physical environment to ensure that the children can access all areas of the school; making sure that learning takes account of individual needs and, finally, making sure that written information, where necessary, is available in a suitable format.</p> <p>School will be following the recent publication of 'Ordinarily available provision' to know strategies in which to support children under each four broad area of need. The document is linked here: <a href="#"><u>ordinarily-available-provision-guidance-sep25</u></a></p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>On a daily basis, teachers assess the learning of all pupils and adjust their subsequent teaching accordingly. Children's needs are met by careful adaptations for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support in the classroom environment are regularly used.</p> <p>Support is carefully matched to children's needs, and can be given through adjustment to the curriculum, immediate interventions, intervention groups, one-to-one or small-group work, or specialist resources. These decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions, and observation of children; parents are involved in these decisions through the termly SEN reviews.</p> <p>It is our aim to develop the independence of all pupils and no child, with additional funding, will receive full-time support from the same adult. Children are now supported by a team of adults within their year group. Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is ordinarily available in school.</p>

<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>How your child is doing is an ongoing conversation between parents, carers and school staff. Formal opportunities are available for parents to talk to their child's class teacher twice a year with a short consultation. A written report is sent home in July.</p> <p>Alternatively, parents of children receiving special educational provision are invited to meet with the SENDCO and teacher every term, to review and discuss provision and agree desired outcomes. Parents decide which consultation they would like to choose.</p> <p>Informal opportunities to talk to teachers, Head Teacher, SENDCO and other staff arise daily, at the end of the school day, providing the member of staff is not running a club or attending the staff meeting. The office staff can make appointments for parents to speak to any member of staff.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>For a child who has been assessed as in need of SEN support, we follow a cycle of '<i>assess, plan, do, review</i>' (APDR). There will be termly planning meetings for children receiving special educational provision. These <b>may</b> involve the parents, SENDCO and class teachers. At these meetings, we will review the child's progress over the preceding term, and discuss provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child, these are normally the next step on from their previous targets. The voice of the child and the parents is central to these meetings. Regard is also given to the advice of external professionals when planning provision. The review process is recorded on the child's APDR. If a child has not met their outcome, this outcome is broken down and provision is adapted.</p> <p>On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful adaptations; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support</p>

	<p>from adults, pre-teaching of vocabulary and concepts. IT and visual support in the classroom environment are regularly used.</p>
<p><b>How do we support pupils preparing for transitions?</b></p>	<p>Transition is part of life for all learners. This can be transition to a new class in the school, new teacher or moving to another school. Planning for transition is part of our provision for all learners with SEN.</p> <p>For those children that require extra transition into the next year group, we work with them on a transition document that they take home for the summer. This document includes photographs and information about what they will expect in September to help reduce anxiety. In addition, these children will have additional visits to their new classroom and spend additional time with new adults working with them.</p> <p>Transition for some children needs to be more specific, this may be through a visual timetable, now and next board, visual pictures to support their understanding of the transition and when it will be happening,</p> <p>When year 6 children transition to secondary school, the teacher and SENDCO liaise closely with the receiving school, and sometimes visit the school with the pupil. Where appropriate we will try and arrange an additional visit to the school to improve familiarisation and reduce anxiety.</p> <p>We share information with the next school, ensuring adequate information is provided to help the next school meet the child's needs.</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>At Yorke Mead Primary School, children's overall wellbeing is central to our ethos. We work very hard to develop children as well-rounded, happy, confident people. We base our teaching around three core principles; be kind, be safe and be responsible.</p> <p>We have many opportunities to celebrate children's achievements, including a weekly Celebration Assembly, Star of the Day in EY and KS1, School Council, KS1 and KS2 performances and team points.</p>

We have incorporated the key aspects of core breathing from the MindUP curriculum and practice mindfulness at least twice a day to ensure the children are ready to learn. Children have access to our sunshine room and sensory garden if they become overwhelmed or need somewhere quiet to go. We have school rabbits that children can visit, pet and look after with adult guidance.

We take every opportunity to expose children to as broad a range of life experiences as we can, from sports events to life-changing school trips. We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to all decision making. We teach children to respect each other and their environment and to behave appropriately at all times.

The school has invested in P4C (Philosophy for Children) in every class, promoting thinking skills and respect for alternative views. The school also employs a family support worker (Ella Deanus) and a Mental Health Support Team (Amands Bhewitt) available to children and their families.

We have a number of qualified paediatric first-aiders in our staff, with named staff on call at all times to deal with first aid matters; all staff have annual Epi-pen/JECT training. All adults in school have a clear understanding of their responsibility overseeing any child-protection issues in the school, and the whole staff receives child-protection training annually.

As a school, we follow Hertfordshire Therapeutic Thinking. Hertfordshire Therapeutic Thinking is a positive approach to behaviour management. Staff have training on a range of social, emotional, mental health interventions including My World and Me and Zones of Regulation.

There is a strong pastoral support team, who build relationships with pupils and support their learning. Additionally, staff closely observe and monitor the behaviour of all pupils, looking out for indications of anxiety or difficulties that the children may not be able to articulate themselves. Our pastoral team consists of Mrs Floyd and Mrs

	<p>O'Grady. Mrs Floyd and Mrs O'Grady are trained to deliver more specialist interventions including Drawing and Talking and Brick Skills.</p> <p>Mrs Elliott and Ms Pollard are Mental Health leads, with Mrs Stack and Mrs Trendell as our Mental Health Champions.</p> <p>Mrs Butler is our Autism TA Lead and supports children that either have a diagnosis of ASC or require additional support.</p> <p>Yorke Mead has an established Neurodiversios club. This is for some our Neurodiverse pupils to come together, share experiences, raise awareness and give suggestions on ways we can further support them in school.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education and ensure that all children have access to all opportunities in school. We have a team of <del>good</del> and outstanding teachers, who continually work together to improve their teaching practice.</p> <p>The Leadership team are committed to all staff continually developing their practice. Training during the last few years has included:</p> <ul style="list-style-type: none"> <li>• Therapeutic thinking training</li> <li>• Zones of Regulation</li> <li>• Working with children with ADHD from ADDvance</li> <li>• Supporting pupils with behavioural problems</li> <li>• Dyscalculia and Dyslexia</li> <li>• Attachment and Trauma</li> <li>• Medical training where applicable</li> <li>• Autism training</li> <li>• Supporting children with SEN in the classroom</li> <li>• PDA- Harry Thompson</li> <li>• Area specific training courses (e.g. Intensive interaction and Bucket Time)</li> </ul>

<p><b>How will we secure specialist expertise?</b></p> <p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>The SENDCO co-ordinates the specialist support of a number of external agencies including:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• DSPL9 Behaviour Support and Chessbrook Primary Outreach Team</li> <li>• Speech, Language and Communication team</li> <li>• EY SEND Team / Emotion and Wellbeing team</li> <li>• Occupational therapy</li> <li>• Speech and language therapy</li> <li>• The Sensory Impairment Team</li> <li>• The visual impairment team</li> <li>• Colnbrook- specialist outreach for cognition and learning?</li> <li>• Early years advisory team</li> <li>• Counsellors, play therapists and family support services.</li> </ul> <p>Agencies working with children, meet with the SENDCo/class teachers. Best practice locally is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and local SENDCo meetings.</p> <p>External specialist may:</p> <ul style="list-style-type: none"> <li>• act in an advisory capacity</li> <li>• extend the expertise of the teaching staff</li> <li>• provide additional assessment</li> <li>• be involved in supporting the child directly</li> <li>• suggest that a statutory assessment is advisable</li> <li>• consult with all parties involved with the child</li> </ul> <p>Involvement of outside agencies will continue as long as the agency believes they can contribute to a child's progress. Decisions to discharge a child are made by the outside practitioner, the school and parents at a SEN review meeting.</p>
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<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:</p> <ul style="list-style-type: none"> <li>• Classroom observation by the SENDCo and/or class teachers</li> <li>• The ongoing assessment of progress and outcomes as a result of interventions</li> <li>• Book scrutiny</li> <li>• Scrutiny of planning</li> <li>• Planning and benchmarking toolkit</li> <li>• Teacher consultation with the SENDCo</li> <li>• Informal feedback from all staff</li> <li>• Pupil interviews when setting new targets or reviewing existing targets</li> <li>• Pupil progress tracking using assessment data (whole-school processes)</li> <li>• Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress</li> <li>• Attendance records</li> <li>• Regular meetings about pupils' progress between the SENDCo and the Head Teacher</li> <li>• Head Teacher's report to governors</li> </ul>
<p><b>How will the school's resources be allocated and matched to the children's special educational needs?</b></p>	<p>As a school, an amount of money is identified within the overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. As part of our normal budget planning the SENDCO, headteacher and governing body establish a clear picture of the resources that are available.</p> <p>Some children may receive funding linked to their EHCP or have funding applied for through Local High Needs Funding. School can apply for funding for Early Years children through the Early Years Advisory Teacher. Children that have this funding will be provided with provision to support meeting their needs.</p> <p>The school's SEND budget allows for additional support staff alongside the teacher to support children within the classroom environment.</p>

<p><b>How is the decision made about how much support my child will receive?</b></p>	<p>Teachers, teaching assistants and Senior leaders meet regularly to decide how children will be supported within school. Resources are distributed accordingly e.g., additional support during English in Year XX or an extra adult on the playground to support social interactions for specific children.</p> <p>External professionals may advise specific provision which may need support allocated to them.</p> <p>Each child is discussed based on their needs and resources allocated accordingly.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>Please find below a link to our complaints procedure  <a href="#"><u>Yorke Mead Primary School - Statutory Information</u></a></p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Children have many opportunities to articulate concerns or anxieties about their own learning. They are taught to self-assess their learning, and to enter into discussions with teachers about their learning during teacher talk time each week. The Class Teacher and/or SENDCO meets with the children at least once every term to discuss their targets and to see how they are feeling with their learning. KS2 children are invited along to the SEN consultations.</p> <p>All children complete a 'helping hand' at the start of the school year. On here, they reflect on three or four adults they would trust and speak to should they have any concerns in school.</p> <p>The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff. Teachers and the leadership team are also available every morning and evening, and either the Head, Deputy Head Teacher, SENDCO or Assistant Head Teacher are available to talk to parents.</p> <p>Each year group has a year group email address that parents can contact, which is checked weekly by members of staff in that year group.</p>

<b>What support services are available to parents?</b>	Here is the link to the list of support groups on the Hertfordshire website: <a href="https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/support-groups-and-networks.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/support-groups-and-networks.aspx</a>
<b>Where can the LA's local offer be found?</b>	<a href="http://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx">www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</a>

## **Glossary:**

**Interventions** - a specific program or set of steps to help a child improve in an area of need.

**Provision map** - is a way of evaluating the impact on pupils' progress of provision that is additional to and different from the school's differentiated curriculum. Evaluated provision maps can help schools manage this provision to ensure that it is and continues to be effective in helping pupils to make progress.

**Quality First Teaching** - Key characteristics include:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

**APDR** – Assess, Plan, Do, Review