



SOUTH HILL PRIMARY SCHOOL

SEND INFORMATION REPORT

How we support pupils with additional needs at South Hill Primary School

*Please note words in **red and underlined** are in the Glossary of Terms at the end of the document

Updated January 2026

To be reviewed by January 2027

Introduction:

This report is to help parents and carers understand how we meet the needs of pupils with Special Educational Needs and Disabilities (SEND) in South Hill School.

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). Hertfordshire expects all schools to support children with a wide range of additional needs and accommodate severe medical needs. We are supported by the Local Authority to ensure that all pupils make the best possible progress in school, regardless of their specific needs.

For further information please see the Hertfordshire Local Offer –

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

At South Hill Primary School, we are committed to cultivating an inclusive and respectful school community in which every pupil feels valued, accepted, and a genuine sense of belonging. We aim to ensure that all children are able to participate fully in school life and contribute positively to our shared culture.

This commitment is underpinned by a whole-school approach rooted in mutual respect, understanding, and positive relationships. Our practice is guided by the Positive Behaviour Policy, which adopts a therapeutic and educational approach to understanding, supporting, and teaching pro-social and valued behaviours. Alongside this, our Equality Objectives Plan sets out our statutory duties and strategic priorities to promote equality of opportunity, eliminate discrimination, and foster good relations across the school community.

Together, these frameworks ensure that our provision is equitable, consistent, and aligned with our ambition for every child to thrive.

At South Hill Primary School, we recognise that children learn most effectively when they feel happy, secure, and confident. We are committed to ensuring that all pupils receive high-quality, inclusive teaching and have access to a broad and balanced curriculum that meets their needs and supports their academic and personal development.

Hertfordshire supports all schools to be as inclusive as possible, ensuring that the needs of pupils with Special Educational Needs and Disabilities (SEND) are met within a mainstream setting wherever this is appropriate. At South Hill Primary School, we are committed

to providing high-quality support for pupils with a wide range of needs, which fall within the four broad areas of SEND as defined in the SEND Code of Practice:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Sensory and Physical Needs

This framework enables us to identify needs accurately and implement provision that promotes positive outcomes for all pupils.

What is the SEND Information Report? The Children's and Families Bill 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. Hertfordshire publish a 'Local Offer' which lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

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

All Schools also publish a SEND Information Report which provides information about the services and provision in their school. In addition, there is a lot of information to support parents of children with SEND on our school website:

<https://www.southhill.herts.sch.uk/send>

Contents

South Hill Primary School's Information Report is written in a question and answer style. **Please click on any question that may be of help to you and the link will take you to the relevant section.**

[1a\) How does the school know if my child needs extra help?](#)

[1b\) What is the definition of SEND?](#)

[1c\) What should I do if I think my child may have special educational needs?](#)

[1d\) How does the school identify children with SEND?](#)

[1e\) How is my child's progress tracked?](#)

[2\) How will school staff support my child?](#)

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

[4\) How will the learning and development provision be matched to my child's needs?](#)

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

[5a\) Our Positive Wellbeing Culture](#)

[5b\) Our Wellbeing Support for the Children](#)

[6\) What other specialist services and expertise are available at or accessed by the school?](#)

[7\) What training have the staff, supporting children and young people with SEND had or are having?](#)

[8\) How will you help me to support my child's learning?](#)

[9\) How will I be involved in discussions about and planning for my child's education?](#)

[10\) How will my child be included in activities outside the classroom including school trips?](#)

[11\) How accessible is the school environment?](#)

[12\) 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?](#)

[13a\) How are the school's resources allocated and matched to children's special educational needs?](#)

[13b\) How is the decision made about how much support my child will receive?](#)

[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?](#)

[15\) What should I do if I am unhappy with the SEND support being offered to my child?](#)

[16\) Who can I contact for further information?](#)

[Glossary of Terms](#)

1a) How does the school know if my child needs extra help?

We may identify that a child needs extra help when:

- **Parents, carers, teachers or the child share concerns.**
 - This might happen through meetings, phone calls or emails.
 - Teachers may also talk with parents/carers and the SENCO.
- **A child is not making expected progress, even though they are receiving good quality teaching.**
 - Teachers check this through their day-to-day assessments and end-of-unit or end-of-term assessments.
 - Progress is also discussed in termly Pupil Progress Meetings with the leadership team.
- **There are changes or concerns about a child's behaviour, such as:**
 - Frequent toilet breaks
 - Finding it hard to focus
 - Becoming very emotional
 - Disengaging from learning
 - Needing a high level of emotional support
- **A child relies heavily on adult support** to take part in lessons.
- **A child finds communication difficult**, such as struggling to make themselves understood or finding it hard to answer questions.
- **Checklists or assessments show areas where a child needs extra help**, either with learning or emotional wellbeing.
- **We receive advice from external professionals**, such as the Speech, Language, Communication and Autism Team or the Early Years Team.
- **A child has a medical or developmental diagnosis** from a paediatrician that affects their experience in school.
- **A child has low attendance linked to anxiety.**
- **Information from a previous school or setting suggests that the child may need additional support.**

[return to the information report questions](#)

1b) What is the definition of SEND?:

At different times in their school life, a child may have a special educational need.

The Code of Practice 2014 defined SEN as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty than the majority of others the same age
- Has a disability which prevents or hinder him or her from making use of the facilities generally provided for others the same age in mainstream school

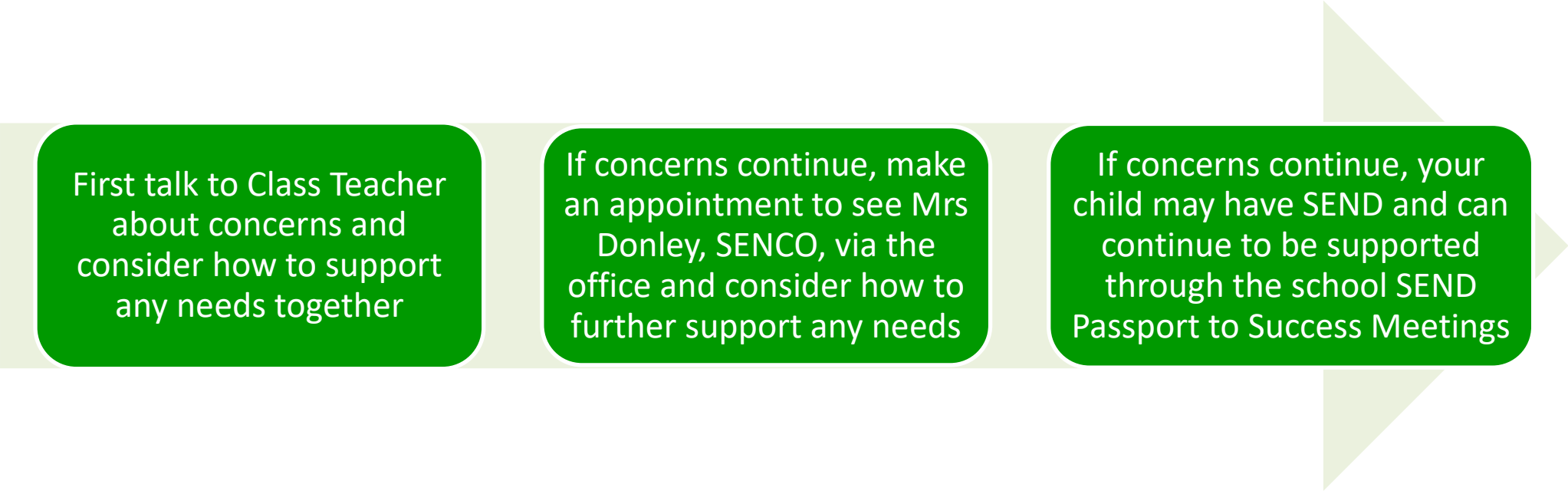
[return to the information report questions](#)

1c) What should I do if I think my child may have special educational needs.

If you are worried that your child may have special educational needs, the best first step is to speak with your child's class teacher. They know your child well and can talk through any concerns with you.

After this conversation, it may be helpful to arrange a meeting with the SENCO to look more closely at your child's needs. In many cases, the first thing we do is think about how we can support your child through small changes in teaching approaches, adaptations to make learning more accessible, or short-term classroom interventions.

If needed, the SENCO may also suggest involving other professionals who can offer specialist advice, such as the school nurse, a family support worker, an optician, or an audiologist.



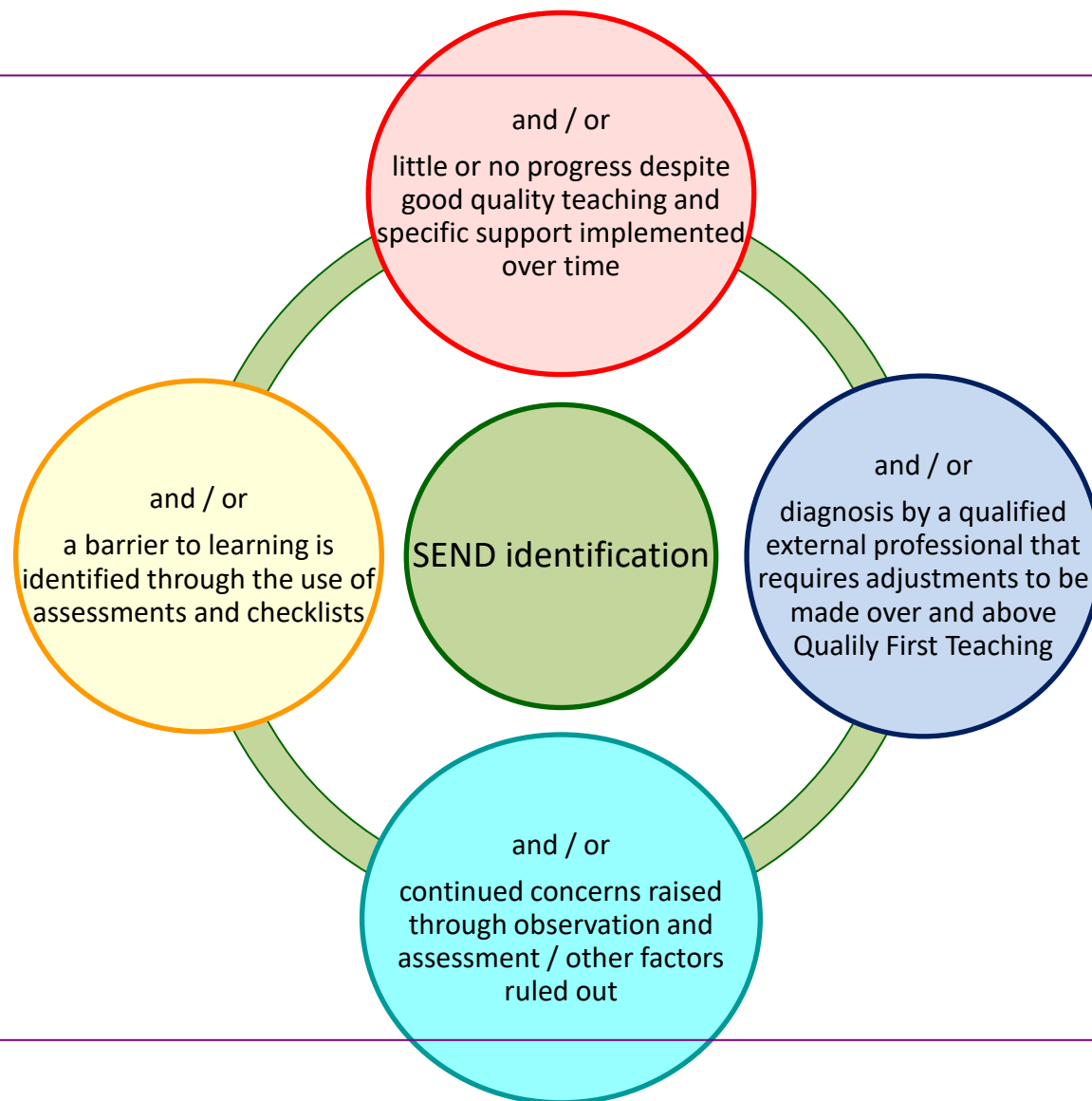
First talk to Class Teacher
about concerns and
consider how to support
any needs together

If concerns continue, make
an appointment to see Mrs
Donley, SENCO, via the
office and consider how to
further support any needs

If concerns continue, your
child may have SEND and can
continue to be supported
through the school SEND
Passport to Success Meetings

[return to the information report questions](#)

1d) How does the school identify children with SEND?



Typical Assessments Used at South Hill Primary School:

Early Identification of Need: Reception Baseline Assessments

Social, Emotional, Mental, Health: ADHD checklists, Behaviour monitoring sheets, Speech and Language profiles, Therapy Reports, [Neurodiversity](#) checklist, observations, pupil emotional checklists

Autism: As above plus: [Neurodiveristy](#) Checklists, Sensory profiles, Speech and Language Assessments, AET resources, observations

Speech Language and Communication Needs: ~~Wellcomm Screening Tool and Big Book of ideas~~, Speech and Language screening tools and assessments, Articulation Screeners

Physical Disability: Observations, [Neurodiversity](#) checklists

Specific Learning Difficulty: Phonic checks in year 1 and 2, Hertfordshire SPLD Baseline Packs for Literacy and Maths, Read, Write Inc Assessments, Running Reading Records, Handwriting assessments, neurodiversity checklists, memory tests and checklists, slow processing checklists, Executive Functioning Checklist

Visually Impaired/Hearing Impaired: Hearing and Sight tests, observations

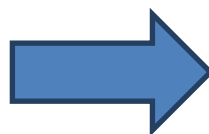
Moderate/Mild Learning Difficulty: In school progress assessments and tests, memory tests and checklists, slow processing checklists

[return to the information report questions](#)

1e) How is my child's progress tracked?

Class teachers and subject leaders monitor pupil progress through formative and summative assessments

3 x a year this is recorded in a database and analysed



Teachers and the Senior Leadership Team meet at least three times a year at Pupil Progress Meetings to discuss progress, attainment and any barriers to learning.

[return to the information report questions](#)

2. How will school staff support my child?

If we notice that a child is not making the progress we would expect, our first step is always to provide high-quality teaching that is carefully matched to the areas they find difficult (this is called *Universal Support*).

If, over time, the child is still not making enough progress, we may put additional support in place. This could include a range of different strategies and interventions to help them move forward.

a) Work is changed to suit your child's needs (Universal Support)

This means teachers adjust the tasks so your child can understand and take part in the learning.

b) Reasonable Adjustments

This means we make small changes to help your child take part in learning. These might include timetable changes, extra equipment, or planned brain/sensory breaks. These adjustments are written in the first section of your child's Passport to Success, which includes a one-page profile showing their strengths, interests, and helpful strategies

c) Small group support with a teaching assistant (Targeted Support)

This means your child may work in a small group, either in the classroom or in a quiet space nearby. The group might focus on practising skills they have already learned (*overlearning*) or preparing them for upcoming lessons (*pre-teaching*).

d) Assessments:

The school may use screening tools for dyslexia, dyscalculia, ASD/ADHD including SpLD Maths/Literacy Packs or Read, Write Inc Phonic Assessments to uncover barriers to learning or gaps in learning

e) 'Passport to Success'

We work with you and your child to agree what support will help them, and we check it three times a year, to make sure it is still right for their needs.



f) SMART Targets in an Individual Education Plan

This means your child will have clear, achievable targets that are Specific, Measurable, Achievable, Relevant and Time-bound. These are written in their Individual Education Plan, which forms the second section of the school's *Passport to Success*.

g) A Therapeutic Risk Reduction Plan

This is a plan that helps us understand and support a child's social, emotional, mental health or behaviour needs. It sets out what helps the child feel safe, calm and ready to learn, and how adults can respond in a consistent and supportive way.

h) Medical Healthcare Plan and/or Personal Emergency Evacuation Plan

If a child has a medical condition or disability, we create a plan that explains what support they need in school. This may also include a plan for how to help them safely in an emergency.

i) Small Steps of Progress

Some children may not be able to access the full national curriculum or may make progress more slowly. In these cases, we use specialist assessment tools such as PIVATS 5 or The Engagement Profile (for children working below that level). In Reception, we may also use the IAELD to understand early learning needs.

j) Referral to specialist support

If needed, we can ask for advice from specialist professionals, such as Educational Psychologists, Speech and Language Therapists, Autism advisory teachers, outreach teachers, or family support services.

In Hertfordshire, schools are expected to complete at least two cycles of the *Assess, Plan, Do, Review* process before making a referral. At South Hill, this means your child's Passport to Success and SMART Targets will have been reviewed at least twice.

k) Local High Needs Funding (LHNF)

In rare cases, the school may apply for additional funding to provide extra adult support for a child in class or during specific activities

For a small number of children, parents/carers may choose to request an Education, Health and Care Plan (EHCP) assessment from the Hertfordshire SEND Department. EHCPs are for children with more complex or significant needs who require a high level of support to help them succeed in school.

If you decide to request an EHCP assessment, the SENCO will support you through the process and will provide the school's evidence to show what your child needs and what support has already been put in place.

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

We have high expectations for every child, and teachers adapt tasks and use skilled differentiation to make learning accessible for all. This usually means that children make the progress we expect, and often even more. However, some children may still need extra support.

When a child takes part in a targeted intervention, their progress is closely monitored by the class teacher and the SENCO. This happens during pupil progress meetings, which take place three times a year.

Parents are kept informed through:

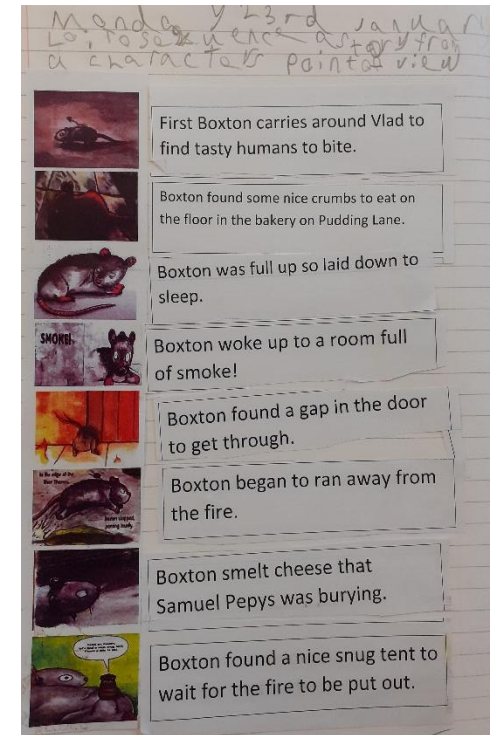
- Parent's evenings
- School Reports
- Informal chats with your child's class teacher after school - you can book an appointment if you wish, but it isn't essential
- Home school communication books (used for some children)
- Formal meetings with your child's class teacher and the school SENCO, Headteacher or other professionals

The effectiveness of the school's provision for children with SEND is evaluated by the Senior Leadership Team, reported to governors and monitored by OFSTED

[return to the information report questions](#)

4a) How will the learning and development provision be matched to my child's SEND?

- When a child is identified as having special educational needs, we make adjustments to help them access learning.
This includes adapting tasks and teaching so they can take part fully in lessons.
- Some children may need additional, personalised adjustments.
These might include extra or adapted equipment, flexible start/finish times, sensory or movement breaks, or breaking learning into smaller, manageable steps.
- We follow a 'graduated approach' to support.
This means we assess your child's needs, create a plan, put the support in place and review it at least three times a year. If your child continues to struggle after several cycles of support, we may ask for advice from external specialists.
- We may use specific, evidence-based interventions.
Examples include Learning Village (learning phonics and vocabulary for children who are new to learning English), Lexia (dyslexia / reading) or IXL (maths).
- A Teaching Assistant (TA) may work with your child.
This could be one-to-one or in a small group to focus on particular areas of need.



[return to the information report questions](#)

4b) What is the Graduated Approach?

We use a [graduated approach](#) to make sure every child gets the right level of support at the right time.

Universal Support

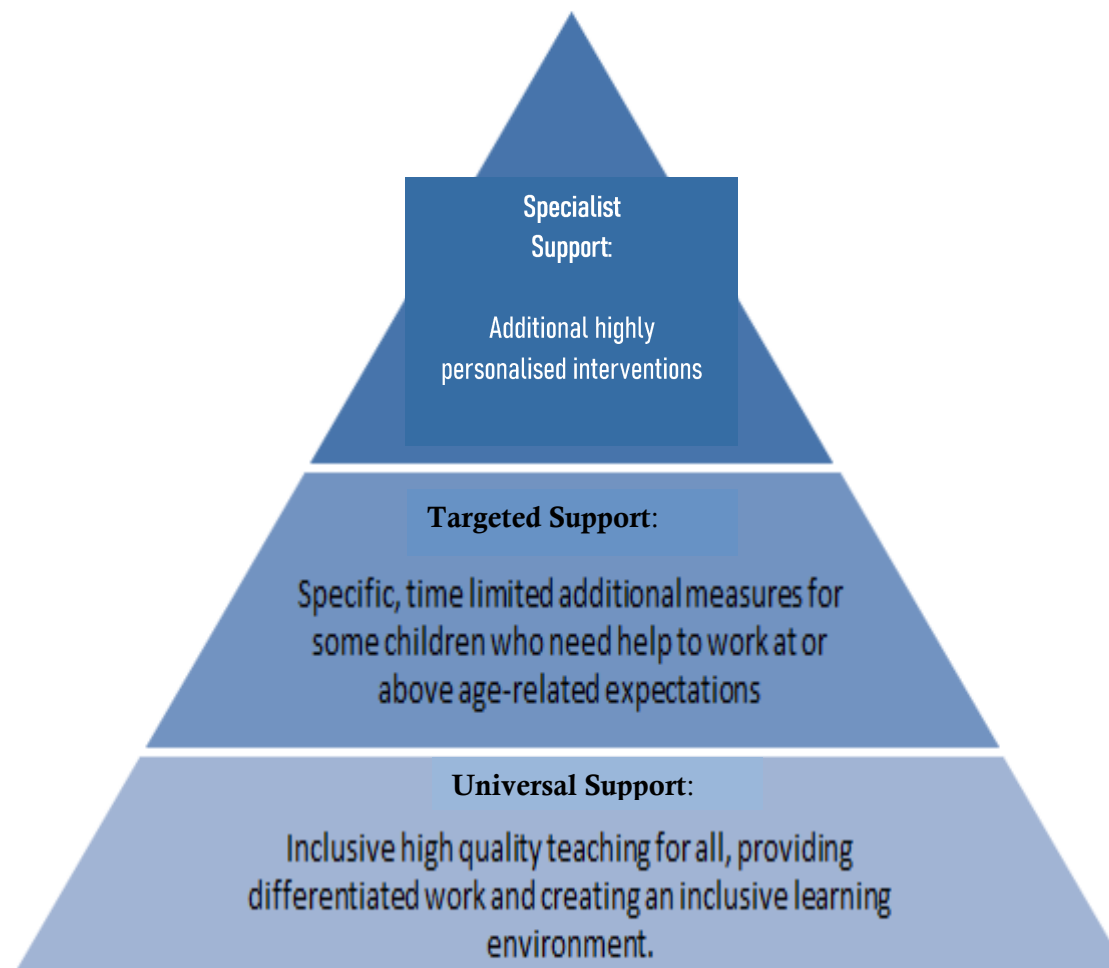
All children receive high-quality teaching that is engaging, motivating and adapted so everyone can access the learning. This is called *Universal* support.

Targeted Support

If a child is making slower progress than expected, the class teacher will put extra support in place within the classroom. This is recorded on the class provision map. Parents and carers will be informed, and we will work together to help the child catch up. We also consider any other factors that may be affecting progress, such as EAL or family circumstances.

Identifying Additional Needs

If progress continues to be a concern, or if there are worries about a child's social or emotional wellbeing, the SENCO will work with the class teacher and parents/carers to gather more information and carry out further assessments. If we identify barriers to learning, the child may be added to the school's SEND register. A [Passport to Success](#) will then be created together with parents/carers, the child, the class teacher and the SENCO.



Specialist Support

Some children may need more specialised, small-step support. This is known as Specialist intervention and is recorded using **SMART** targets an **Individual Education Plan (IEP)**, which forms the second section of the Passport to Success. This support is also noted on the class provision map.

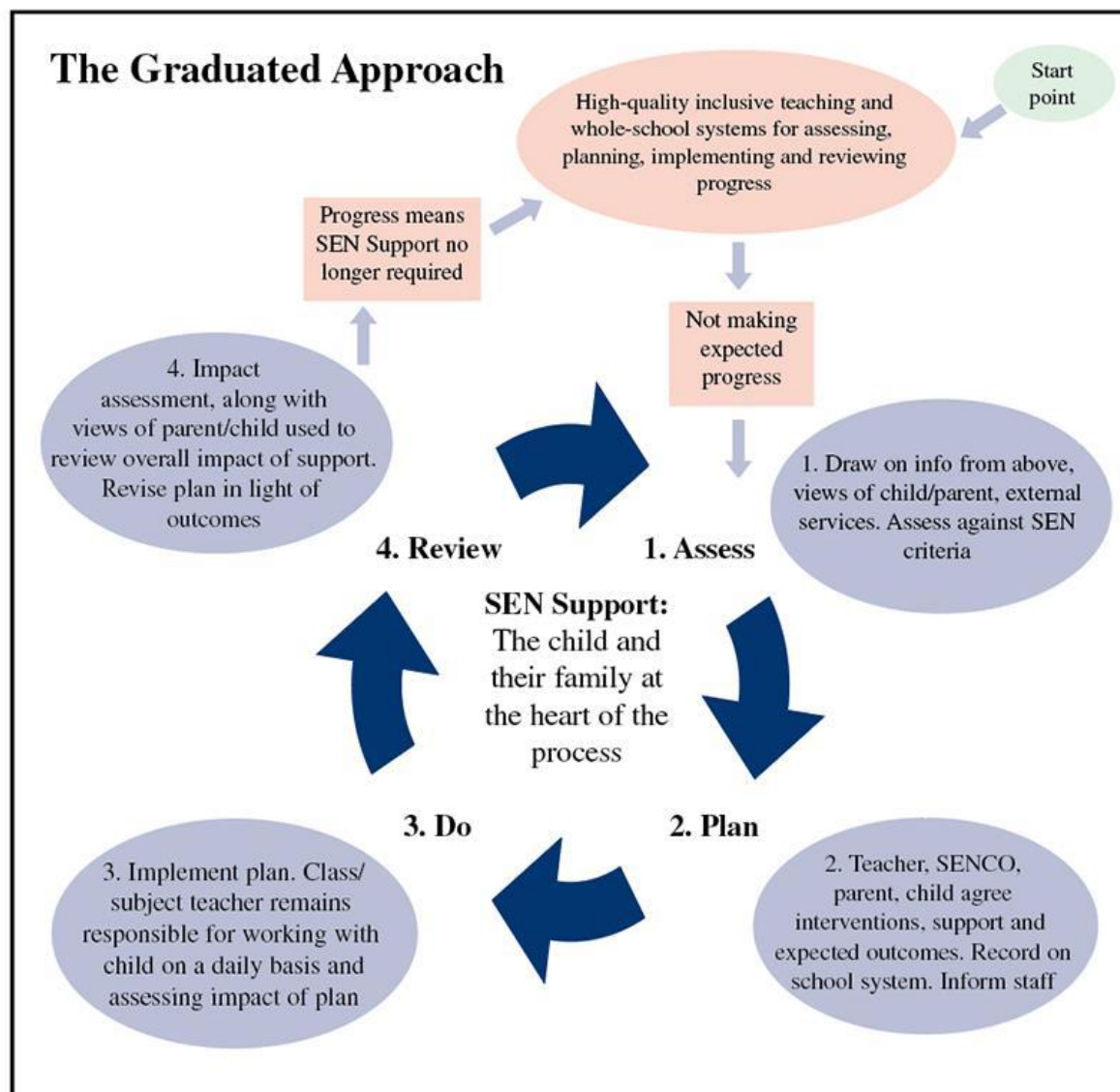
The Assess–Plan–Do–Review Cycle

The graduated approach follows a simple cycle:

- Assess the child's needs
- Plan the support
- Do (put the support in place)
- Review the impact

This cycle continues throughout the year and is reviewed at least three times at dedicated Passport Success meetings. At these meetings, the class teacher, parents/carers and, when appropriate, the child discuss progress and agree next steps. The Passport to Success and, if needed, the IEP are updated together.

The SENCO supports teachers with this process and will attend meetings if requested by parents/carers the class teacher.



[return to the information report questions](#)

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

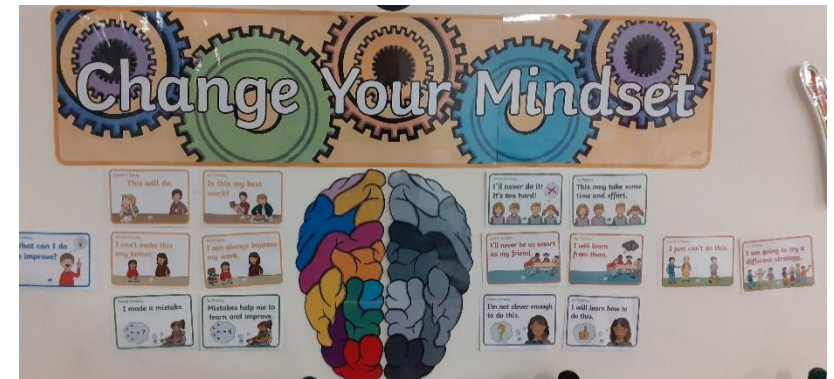
The school has a wellbeing policy and offers a variety of methods to provide pastoral support for pupils who are encountering emotional difficulties.



5a) Our Positive Wellbeing Culture

At South Hill, we promote positive emotional health and wellbeing for every child and work hard to create a supportive, stigma-free environment.

- We have a dedicated Wellbeing Team, led by Mrs Alberty, who meet regularly to review support for children. The team includes: Mrs Alberty (Wellbeing Lead), Mrs Donley (Senior Assistant Headteacher for Inclusion, SENCO and Mental Health Lead), Mrs Evans (Forest School Leader), Mr Brathwaite (Emotional Literacy Support Assistant) and Miss Iroegbu (Pastoral Support Assistant).
- Katie Stewart, our school governor, helps to monitor and support the school's wellbeing work.
- We take a whole-school approach to emotional health and wellbeing, combining high expectations with strong, consistent support.



- Positive mental health is openly discussed in class and assemblies, often with visiting speakers such as the NSPCC, who encourage children to share worries with trusted adults.
- Our staff team is committed to creating a caring, supportive culture for all children, parents and carers.
- We offer workshops and coffee mornings for parents on topics linked to wellbeing.
- We keep families informed through newsletters, emails and our school website.
- We promote resilience and confidence across the curriculum, including through PSHE, the No Outsiders project and our whole-school ethos.
- We celebrate wellbeing through special events such as Wellbeing Week and Mental Health Week.
- Staff receive regular, high-quality training. All staff are trained in Therapeutic Thinking, which guides our approach to behaviour, and all staff have up-to-date safeguarding training.

[return to the information report questions](#)

5b) Our Wellbeing Support for Children

We offer a wide range of activities and support to help children develop positive mental health and wellbeing, as well as extra help for those who may be finding things difficult.

Our wellbeing support includes:

- Strong partnerships with parents/carers to enable early help, supported by Miss Iroegbu, our Pastoral Support Assistant
- Clear communication systems and visible staff at drop-off and regular contact with teachers
- Wellbeing pages on our website
- A PSHE curriculum that gives children time to talk about feelings, wellbeing and mental health
- All staff trained in the Zones of Regulation to support emotional regulation and behaviour and termly lessons for all children
- A Positive Behaviour Policy that celebrates achievements and teaches children how to meet expectations
- Pastoral support to identify changes early and offer help to children and families



- Access to specialist staff:
 - Mrs Khan – School Counsellor
 - Mr Brathwaite – Emotional Literacy Support Assistant
 - Miss Iroegbu – Pastoral Support Worker
 - Support from Gade Family Support
- Extra transition support for Year 6 pupils who need it
- Daily opportunities for movement and mindfulness, such as the Daily Mile or “sit and stop” sessions
- Strong, positive relationships between staff and children, supported by activities like show-and-tell, shared interests and time to talk
- Forest School sessions for all year groups each year
- Enrichment opportunities such as the School Choir, Rock Steady Band and a range of after-school and lunchtime clubs
- Online-safety learning
- Special Year 6 leavers’ trips
- ‘Worry boxes’ or worry monsters in every classroom
- Regular check-ins for children who need them
- Support for developing social skills
- A Year 6 buddy system for Reception children
- A daily Nurture Lunch Club for children with significant SEMH or social communication needs
- Nurture Class support
- The Magpie Room – a calm, inviting space for time out
- Outdoor reading club in good weather
- A Friendship Bench to help children find someone to play with
- A range of sensory and physical play equipment, including sensory trails, a climbing wall, movement circuits and the Smokey Trail
- Staff available to talk with pupils or parents/carers about concerns
- Mediation sessions when needed
- A Medical Needs Policy, including individual Medical Care Plans
- Personal Emergency Evacuation Plans for children who need them
- A strong first-aid offer, with many staff trained in basic first aid and paediatric first aid



- Regular allergy and asthma training for staff
- When needed, we can refer children to specialist services, including:
 - CAMHS, Step 2 or Gade pupil support (via the Senior Assistant Headteacher for Inclusion)
 - Dacorum Education Support Centre for SEMH advice and outreach
 - The school nursing service, which can offer up to six 1:1 support sessions
 - Creative Arts Therapy and Emotional Literacy Support
 - External agencies such as Paediatricians, Occupational Therapists, ADDvance or PALMS



[return to the information report questions](#)

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

Every class has a full time Teaching Assistant and children who require an exceptional level of learning support may have the support of a SEND key worker at times through the day

All support staff have training in different areas of SEND to develop specialisms to ensure that there is a wide range of skills and expertise in many areas of SEND. Specialisms include:

- Therapeutic Behaviour support
- Zones of Regulation
- Protective behaviours
- Autism
- Specific Learning Difficulties (SpLD, e.g. Dyslexia, Dyscalculia) – Fischer Family Trust Training, Phonics Training
- Speech and Language
- Sensory circuits
- Attention Autism
- Intensive Interactions

In addition to the specialists who support wellbeing and mental health (see above) the school works with other agencies and professionals, this includes but is not restricted to:

- Speech and Language Therapists (SALT)
- Physio and Occupational Therapists (PT and OT)
- Educational Psychologists (EP)
- Cognition and Learning Advisory Teachers
- Sensory Impairment Advisory Teachers
- Physical, Neurological Advisory Teachers
- Speech, Language and Communication and Autism Advisory Teachers (SLCA)
- Early Years Advisory Team
- Special School Outreach Team
- Social Workers and Intensive Families Support Team
- Gade Family Support
- School Nurses, Paediatricians, PALMS and CAMHS workers
- ADDvance

In very rare circumstances, children who have an EHCP and are awaiting special school provision (as agreed by the local authority) may be offered access to the 'Rainbow Room'. This is an internal school SEND provision for those children who are unable to access the mainstream classroom due to their level of SEND need.

[return to the information report questions](#)

7) What training have staff received to support children with SEND?

Our staff receive regular training to ensure they can meet the needs of children with SEND. This includes:

- Annual Attachment and Trauma training
- Zones of Regulation training to support emotional regulation
- Hertfordshire Therapeutic Approach to Behaviour training for all staff, with yearly refreshers
- Two trained Therapeutic Thinking trainers: Mrs Donley and Mrs Masters
- Training in supporting speech and language needs
- Training in supporting physical and coordination needs
- Training in specific learning difficulties, including dyslexia and dyscalculia
- Additional TA training in targeted interventions such as Precision Teaching, Fischer Family Trust Wave 3, Read Write Inc, Fresh Start and running reading records
- Regular attendance at DSPL8 and Woodfield Special School Outreach courses
- Training in supporting pupils on the autistic spectrum
- Three trained Mental Health First Aiders: Mrs Albery, Mrs Donley and Mrs Evans
- Ongoing training led by the Senior Assistant Headteacher for Inclusion as needed

[return to the information report questions](#)

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

We work closely with parents and carers to help you support your child at home. This includes:

- A SEND page on our school website with advice and guidance
- Welcome meetings at the start of each year to explain how you can support reading, writing, maths and social development at home
- Opportunities to meet your child's teacher informally after school
- A clear Home Learning Policy for each year group

- Personalised support from class teachers, such as:
 - alternative home learning tasks
 - communication books
 - reduced home learning expectations
 - tailored advice in meetings or by phone
 - resources sent home
 - suggestions for clubs or activities
- Curriculum plans and knowledge organisers available on the school website
- For children on the SEND register, Passport to Success meetings at least three times a year to review progress and plan next steps
- The option to speak with the SENCO (Mrs Donley) or Pastoral Support Worker (Miss Iroegbu) by contacting the school office
- Support from our Pastoral Support Assistant and Family Support Worker, who can signpost families to local services
- Access to DSPL8 parent courses, advertised in our newsletters and on our website
- Information about Educational Psychology and Speech and Language parent helplines, shared on the website

[return to the information report questions](#)

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

- In addition to formal occasions such as Parent's Evenings where parents are involved in discussions about their child's education, there is an open door policy at South Hill Primary School where we encourage parents to arrange informal meetings with their Class Teacher to voice any concerns. Working parents are able to telephone the office to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss
- Parents of children with SEND and children are encouraged to co-produce the SEND 'Passports to Success' and the target setting for **IEP's** and when the teacher meets with them three times a year

- Parents of children with a SEND '[Passports to Success](#)' are encouraged to be part of the transition planning when children move up a year group
- Parents are represented on the school governing body, Mrs Stewart is the school link governor for SEND.
- Children who have an [Education, Health and Care Plan \(EHCP\)](#) will have their plan reviewed at least annually with the school SENCO and other outside professionals who provide advice and support for them.

[return to the information report questions](#)

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

- We prioritise the safety of all children and staff when planning school trips. Risk assessments are completed carefully, and some children may need 1:1 support. In certain cases, a family member may be invited to attend to ensure the child is fully supported.
- Arrangements are tailored to the type of activity, and we work closely with parents to make sure every child can take part wherever possible. When trips are run by external providers, we share relevant information so they can support each child sensitively and appropriately.

[return to the information report questions](#)

11) How accessible is the school environment?

- Hertfordshire expects all schools to support children with a wide range of additional needs and accommodate severe medical needs.
- The school is fully compliant with the Equality Act (2010) and reasonable adjustments are made for all children with SEND as necessary
- There is a lift in the new section of the building so that the upper floors can be reached for wheelchair users. There is a lift to the playground

- As a school we are happy to discuss and plan for individual access requirements and, if necessary, we will create a [Personal Emergency Evacuation Plan \(PEEP\)](#), if required
- A thorough Accessibility Plan is published on the school website under 'policies' <https://www.southhill.herts.sch.uk/policies>

[return to the information report questions](#)

12) How will the school support my child when joining, moving classes or transferring to a new school?

We have a strong transition programme to help children feel confident and supported when they join South Hill, move to a new class or transfer to another school. The level of support is tailored to each child's age, needs and stage of development.

- **Transition within school**
Children moving to a new class are supported through planned activities. All children and parents have access to a Transition Booklet to help prepare for the new year group. Children with SEND will have the Transition Booklet personalised with them at the end of the summer term, to take home over the summer holidays.
- **Moving to secondary school**
Year 6 pupils take part in a dedicated transition programme, including visits to their new secondary school. Children with more complex needs may have additional visits arranged. For pupils on the SEND register, we share information with the secondary school SENCO to ensure a smooth handover.
- **Starting in Reception**
Our Reception teacher visits children in their nursery settings and talks to staff to gather helpful information before they start school. We also contact all parents to learn more about each child. Children and parents are invited to a stay-and-play session and other transition events during the summer term. At the start of the autumn term, all new Reception children follow a short integration timetable, including an opportunity for parents to support their child during their first school lunch
- **Sharing information between schools**
We also take part in informal SEND Cluster meetings, which allow schools to share information and plan for children's needs ahead of transition.

If you are concerned that your child is anxious about moving to a new class or school, please speak to their class teacher so we can offer the right support.

[return to the information report questions](#)

13a) How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year
- Resources may include deployment of staff, depending on individual circumstances
- In exceptional circumstances the school is able to request additional funding to support individual children's
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[return to the information report questions](#)

13b) How is the decision made about how much support my child will receive?

- These decisions are made by the SENCO in consultation with class teacher and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if concerns are identified due to the pupil's lack of progress or wellbeing then interventions will be arranged

[return to the information report questions](#)

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 SEND can be accessed at [here](#)
- There are also links to support for SEND on our website:
<https://www.southhill.herts.sch.uk/send>



[return to the information report questions](#)

15) What should I do if I am unhappy with the SEND support being offered to my child?

- Start by speaking to your child's class teacher. They will listen carefully and work with you to address any concerns.
- If you feel the issue hasn't been resolved, you can make an appointment to speak with the Headteacher, the Senior Assistant Headteacher for Inclusion (Mrs Donley), or an Assistant Headteacher.
- Please follow the school's communication protocol, available on our website.
- If the concern still isn't resolved, the school office can advise you on the formal complaints process.
- You can also refer to the school's Complaints Policy, which is available on the website.

[return to the information report questions](#)

16) Who can I contact for further information?

- In the first instance you should speak to your child's teacher
- The school has a SENCO, **Mrs Donley** who can be contacted by telephone (01442 402127) or email (senco@southhill.herts.sch.uk) and is available to meet with parents if you have any particular concerns about your child

[return to the information report questions](#)

Glossary of Terms

Assess, Plan, Do Review Cycle - Best practice involves meeting pupils' SEND through implementing the graduated approach using the assess, plan, do, review cycle

Adaptations - A change in the teaching process, support through scaffolding, materials, resources or outcomes to assist a pupil to achieve the expected learning outcomes

Autism - https://www.autism.org.uk/advice-and-guidance/topics/what-is-autism?gclid=CjwKCAiAoL6eBhA3EiwAXDom5mK72biU5BOLetx1ntYZdT0nI4sm-rW_96f9wIaN8yV9rs3uYQ5DpxoCxCMQAvD_BwE

CAMHS - **Child and Adolescent Mental Health Services**. CAMHS is the name for the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties

Designated Senior Leader (DSL) – The role of the Designated Senior Leader for Child Protection, should undertake regular training at Stage Two to enable them to ensure that their knowledge is up to date

Differentiation – The process of making sure that students with different needs and abilities have equal access to learning.

DSPL8 – Developing Special Provision Locally – Area 8 Dacorum: Delivering Special Provision Locally is a Hertfordshire-wide initiative, working to improve the range of provision and support services available for children and young people with special educational needs and disabilities, aged 0-25. <http://www.dacorumspl.org.uk/what-is-dspl/>

Dyscalculia - <https://www.dyslexic.com/blog/what-is-dyscalculia/>

Education Health Care Plan (EHCP) - An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs, explains the extra help that will be given to meet those needs and how that help will support the child or

young person to achieve what they want to in their life. <https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

Engagement Model: a framework for assessing student learning, particularly for those with special needs (SEND) not yet engaging with the national curriculum, focusing on five areas: **Initiation, Exploration, Anticipation, Persistence, and Realisation** (IEAPR) to track progress in developing skills, knowledge, and motivation, helping teachers personalize learning and identify effective strategies

Family Support Worker - Family support workers help families in trouble rebuild their lives by providing counseling, financial resources and educational activities. They work mainly with social service agencies, but you can find them in law enforcement, government and health care. Our Family Support service is known as Gade Family support. We have links to family support workers, family SEND support workers and pupil support workers

Read more : <http://www.gadeschoolsfamilysupport.co.uk/useful-info/>

Graduated Approach - A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

IAELD – Individual Assessment of Early Learning and Development – used with children in the Early Years who are not yet at age expected levels in the EY foundation stage framework.

Individual Education Plan (IEP)– For every child who receives special education and related services a plan is needed to help deliver a programme to help them get the most out of their education.

Intervention – intervention is the term used for any additional programme that teachers may employ to support a child or groups of children to tackle difficulties in targeted areas. Interventions may be carried out in class or away from the classroom. They are often run by teaching assistants in conjunction with the Class Teacher/SENCO.

Individual Medical Care Plan – This is a plan that has been written by a doctor or a nurse so that the school can follow a set procedure for any medical interventions or medicines administered to specific children. At times the Inclusion Lead and parent may draw up a medical care plan

MSA's – Mid Day Supervisory Assistants.

Neurodiversity - the range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population (used especially in the context of autistic spectrum disorders, dyslexia etc).

Nurture Club - A club that offers a small number of children the opportunity to spend lunchtime in a quiet, peaceful area with structured activities. Children attend on a daily basis.

Passport to Success – South Hill's approach to ensuring all the information that will support our children with SEND is in one place – it is designed to help adults working with the pupil know what to do to support them. Our passports are written by the class teacher the pupil and the parents. The Pupil Passports are particularly useful during transitional times in the school year, they help new class teachers and support staff find out more about the pupil.

PIVATS 5: Performance Indicators for Valued Assessment and Targeted Learning, an assessment framework (especially in the UK) for students with Special Educational Needs and Disabilities (SEND) who are working below national curriculum expectations, helping teachers track small steps in progress for subjects like Reading, Writing, Maths, and Communication, and setting realistic targets. Version 5 is updated to align with the current national curriculum.

Provision Map – A provision map is produced by every class teacher at end of each term. This is to enable staff to decide which individuals or groups of children need particular interventions to support their learning the following term.

Personal Emergency Evacuation Plan (PEEP) - A bespoke “escape plan” for individuals who may have difficulties evacuating a building to a place of safety

Pupil progress meetings (PPM) - these are meetings which are held at least every term. Class Teachers and Senior Leadership Team consider the progress and attainment of every child in the school and considers whether there is any additional support required to help individuals or specific groups of children so that they will reach their end of year target.

Reasonable adjustments - Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment)

SEMH – Social, Emotional, Mental Health, Difficulties (one of the 4 broad areas of need within SEND)

SEND Cluster meetings – This is a small group of local teachers who are gathering to discuss SEND

Sensory Impairment - The impairment in the senses i.e. sight, hearing, smell, touch, taste and spatial awareness.

Senior Leadership Team (SLT) – every school has a Senior Leadership Team which usually comprises the Head Teacher and senior teachers within the school, including the SENCO.

SMART –goal setting targets which bring structure and trackability. SMART criteria: specific measureable, achievable, results-focused and time-bound.

Special Needs Co-ordinator (SENCO) – every school should have a senior teacher responsible for tracking and monitoring the progress of SEND children across the school.

Specific Learning Difficulties (SpLD) - The term 'Specific Learning Difference' (SpLD) refers to a difference/difficulty people have with particular aspects of learning. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia.

Therapeutic Risk Reduction Plan – A detailed and well considered plan to support the needs of a pupils with behaviours that challenge.

Therapeutic Thinking - An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.

Therapeutic Tree – A visual and written representation of the experiences, thoughts and actions that lead to an individuals pro or anti social behaviour.

Transition programme – This is a programme that is usually run by Secondary Schools to help children who may struggle with the emotion and anxiety surrounding secondary transfer.

Zones of Regulation- The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.