



SEND School Offer 2026-2027
Special Educational Need and Disability (SEND)

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age-appropriate expectations will usually be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Inclusion Co-ordinator (INCo). The role of the INCO also encompasses the SENCo role (Special Educational Needs Co-ordinator). Additional support will be put in place after discussion with each identified child to check on any areas of difficulty they may have identified. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at parent consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the INCo and includes views of the parents and child concerned. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The INCO provides advice, monitoring, and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

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

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and INCO and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.

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

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

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact. For children with specialist EHCPs, their curriculum will reflect their EHCP targets and stage of development.

5. What support will there be for my child's overall well being?

All staff are here to provide support for children's social, emotional and mental health needs. Staff have been trained in these areas and understand the importance of supporting and nurturing every child's wellbeing. There is also an external wellbeing hub whom the school are able to refer into for further support. The class teachers and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent at home and at school. The school also has a named Emotional Literacy Support Assistant (ELSA) who is able to work with children either in a 1:1 capacity or as part of a small group. Our ELSA attends ongoing termly supervision with a local Educational Psychologist (EP) and can support children with a range of difficulties including: anxiety, bereavement, anger management, friendship issues, self-esteem, social skills, and emotional regulation. The school has a consistent behaviour policy for each Key Stage of the school which is published on the school website. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service. There is an assigned Speech and Language Therapist that works very closely with the school.

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

The school has a part time dedicated INCo along with a team of experienced Teaching Assistants who are led by the INCo when working with children who have additional needs. All SEN staff have undergone or are undertaking training in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise in all areas of SEN. Specialisms include behaviour support, Autism, Specific Learning Difficulties, English and maths interventions, reading intervention, gross and fine motor skills difficulties and Speech and Language. The school has a link Speech Therapist and school nurse to whom they can directly refer to. The school nurse is then able to refer to different health services. The school can also access outreach services.

7. What training have the staff, supporting children with SEND, had or are having?

All staff are trained in Safeguarding and a large number in first aid. There are nine specially trained paediatric first aiders for the school and five designated staff (DSPs) for safeguarding concerns. One member of the Early Years staff is trained so that an accurate assessment of a child's language needs can be done on entry to school and appropriate provision implemented. Staff have attended training in Speech and Language Support, Autism, English and numeracy interventions, reading intervention, behaviour strategies. The INCO successfully completed the National Award for Special Educational Needs (NASENCo) in 2022. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

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

Parent Consultation Evenings are held in the autumn and spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term. Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are set homework regularly each week which will involve reading and maths fluency work (where appropriate) so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

Knowledge Organisers are available on the school website so that parents are informed which topics will be covered (paper copies can be provided on request). Parents are invited in to meet their child's new teacher during transfer evening and are invited to a class assembly / parent afternoon each year. Curriculum workshops also support parents to help their children. In the Foundation Stage informative evenings for parents are held on all aspects of their child's education and continue throughout the key stages with phonics training for parents in KS1 and e safety training for parents in KS2. The Family Support Worker, whom school can refer into, has access to a wide range of support from local agencies and services and is able to signpost parents effectively.

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

There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education however, we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to telephone 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 are represented on the school governing body and there is also a PTA (Friends) in school. Parents of children with SEN are regularly involved in discussions through scheduled review days which happen at the end of each term and involve the parents, the current class teacher and the INCO.

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. Where it is appropriate to the child's needs, children with SEND will be included in all school trips and visits. We do recognise that for some children, these experiences may be too overwhelming or if we feel it would be unsafe to take them and, in those instances, an alternative, appropriate experience will be planned, in collaboration with parents.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment. Please see the school's Accessibility Plan, which can be accessed on the school website, under SEND for further information.

12. Who can I contact for further information?

The school has a part-time Inclusion Lead (INCO) (Amy Cleaver) who can be contacted by telephone (01296 688386) or email (admin@longmarston.herts.sch.uk) and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries.

13. 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?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up finding can be applied for through the local authority. (Local High Needs Funding)

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

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

17. How can I make a complaint?

Please refer to the 'School complaint and resolution' policy which is published on the school website.

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