

St John's C of E Primary School, Watford

'Growing Together in Love and Respect'

SEND Information Report 2025-26



On the following pages we hope that you will be able to find the answers to many of the questions you may have concerning what our school can provide for children who have Special Educational Needs and Disabilities (SEND). Members of the school community including parents, teachers, support staff, governors, the Special Educational Needs Coordinator (SENCo) and Headteacher have worked on this document and its content will be reviewed annually by the stakeholders listed above. If, however, your question remains unanswered then do please ask us.

We are always keen to improve our practice and welcome your suggestions.



Introduction

Schools within Hertfordshire all have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress at school and are given equal opportunities.

The four broad areas of need are identified as:

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



What is the Local Offer?

The Children 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. This is the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families. It also enables parents and carers to develop their understanding of the range of services available.

If you need any further information about the local offer of services and provision for young children and young people with SEND please follow the link below.

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



SEND abbreviations

Please click on the image below to view our glossary of SEND abbreviations:



Please click on each question to find out more about how we can support you and your child.



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

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

5. What support will there be for my child's general wellbeing?

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

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11. How accessible is the school environment?

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2. How will school staff support my child?

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

6. 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?

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12. Who can I contact for further information?

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

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



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

At different times in their school life, a child may have a special educational need or disability (SEND). The Code of Practice 2014 defines SEND 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 of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (SEND Code of Practice, 2014)

Where a child's rate of progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching which targets specific areas of difficulty, it may be that they have SEND.

Information will be gathered, including seeking the views of the parents and the child, as well as from teachers and assessments.

We follow the 'Assess-Plan-Do-Review' model of intervention and support and include the child and parents in this process.

If you are concerned about any aspects of your child's development, please ask to speak to their class teacher. Where appropriate a member of the SEND team may join for these meetings.



2) How will school staff support my child?

Our SEND Team

- Sarah Cavalier is the school's designated Special Educational Needs Coordinator (SENCo). She is responsible for the leadership and day-to-day management of SEND provision.
- Ayanna Stevens, is also the school's designated Special Educational Needs Coordinator (SENCo). She is responsible for the leadership and day-to-day management of SEND provision.
 - Lyubov Kyoseva is the school's Assistant SENCo.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (Code of Practice 2015, 6.36).

- **Class teachers** ensure that St John's SEND policy is followed in their classroom and for all the children they teach with SEND needs. They check on the progress of every child and identify, plan and deliver any additional help a child may need, in liaison with the SEND team; share and review One Page Profiles with parents or carers at least once per term; personalise teaching and learning as identified on the school Provision Maps and in individual pupil's goals.
- We have a strong team of **teaching support staff** who may also provide additional support, working with individual children or small groups. This team includes Early Years Practitioners and Teaching Assistants.



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

Your child's progress will be continually monitored by their class teacher and this will be reviewed termly at internal progress meetings with members of the school's Senior Leadership Team. Should your child start to fall behind in their progress then additional support may be given and this will be monitored closely.

All parents are encouraged to attend the 'Update on Learning' meetings, which are held twice a year and you will also receive an annual written report.

All children will receive quality teaching where aspirations are high and children learn without limits. Reasonable adjustments will be made to ensure a child's needs are met through careful planning before additional support is given. If it is considered that your child has additional needs then support and targets according to our Provision Map will be put in place. For a child who has been identified as requiring SEN support, there is a cycle of 'Assess, Plan, Do, Review' to be followed.

If, following parental consultation, it is decided that your child has special educational needs, they will be put onto the school's SEN register. They will be identified as receiving 'K - School Support'.

If your child is on the school's SEN Register, they will have a One Page Profile (OPP). You and your child will work with the class teacher to create this document. It will capture what your child enjoys, what it is important to know about them and strategies to support them. Where appropriate, some children will have individual learning targets. Regular termly reviews will take place to ensure that the OPP is up to date, to discuss progress and whether any interventions are having the desired impact.

In exceptional cases a child may have complex needs where provision cannot reasonably be delivered through services that are normally available. The school and/or the parents may then request an Education, Health and Care assessment. If successful an EHCP (Education, Health and Care Plan) will be drawn up at a multidisciplinary meeting in which the views of the parents and the child will be central. The aim is a truly holistic approach focused on child-centred outcomes. The EHCP will be reviewed annually. If there is a possibility that specialist provision may be required in future having an EHCP in place is essential.

Our Headteacher and SEND team carefully monitor the progress of children with SEND.



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

At St John's, we recognise our responsibility to provide a broad and balanced curriculum for all children. We are committed to ensuring that pupils with SEND are given equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.

Class teachers will:

- **Set suitable learning challenges**
- **Respond to children's diverse needs**
- **Identify and overcome potential barriers to learning and assessment for individuals and groups of children**

The school adapts and scaffolds on a number of levels to meet individual needs.

- **Lessons are adapted for pupils where necessary by, for example, adapting the learning environment; using groupings; adapting work; resources; deploying adult support; technology; specialist equipment etc. This is so pupils that are identified with SEND are able to access the learning.**
- **Teachers also use scaffolds. Scaffolds are strategies (for example word banks, sentence starters, maths resources. Video models) which are used to move pupils progressively towards stronger understanding and ultimately greater independence in the learning process.**

Any additional support will be tailored to meet the child's needs and will target their areas of difficulty. This support may be provided in class or in another area of the school on a one-to-one basis or as part of a small group of children with similar needs. These interventions may be run by the teacher, a teaching assistant or a learning support assistant. We follow the 'Assess, Plan, Do, Review' model.



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

At St John's, we believe each child should be encouraged and taught in a manner sensitive to their individual needs so that they may learn and grow. We recognise that everyone is a unique individual with a unique contribution to make to the life of the school (St. John's SEND Policy). The children receive a broad balanced curriculum with plenty of positive, enriching opportunities. The children's achievements are recognised and celebrated in class and in Collective Worship. Religious Education and Personal, Social and Health Education (PSHE) are important subjects carefully taught and all children spend class time discussing social rules and behaviour to aid their emotional and social development.

We pride ourselves on our inclusive environment. We have a strong Christian ethos of loving our neighbour, respecting each other and valuing diversity. Every child's wellbeing and mental health is important to us and children are encouraged to talk to staff about issues that concern them. These are taken seriously and investigated where appropriate. Staff are trained to note changes in pupils' body language, mood and appearance and to offer or seek support for them.

The school policies and guidelines around areas such as medical needs, intimate care, equality and behaviour and bullying are available in the school office. These are regularly reviewed and taken into account when a child has special needs. If necessary, a set of guidance in the form of a care plan for an individual child can be developed in partnership with parents to ensure suitable provision is made.

The school also has access to further services such as Drawing and Talking, Mental Health School's Team and family support workers, who help families in our community. Please contact our SENCo for more information.



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

We work closely with outside agencies to secure the best provision for your child. In recent years we have accessed the services and specialist advice of the following agencies:

- DSPL 9 (local Triage support for schools and families)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech, Language and Communication and Autism Team (SLCA)
- Specific Learning Difficulties Team (SpLD)
- Educational Psychology Service
- Educational Support for Medical Absence (ESMA)
- Family Support Workers
- Occupational Therapists
- Physiotherapists
- School Nurse Team
- Speech and Language Therapists
- Visual and Hearing Impairment Specialist teachers
- Colnbrook (a local school specialising in Moderate Learning Difficulties)
- Chessbrook (a local education behavioural support centre)
- Acorn Centre (further behaviour support for children at risk of exclusion)
- Families First
- Mental Health Support Team (MHST)
- ADD-Vance - ADHD and Autism

We are also very proud to be part of the Poppy Academy Trust. Staff from Watford St. John's, Fair Field and Radlett St John's can share knowledge, training and resources across the Multi-Academy Trust.



7) What training have the staff supporting children and young people with SEND had or are having?

St John's provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes training in:

- Autism and ADHD
- Behaviour strategies including Hertfordshire Therapeutic Thinking, a positive behaviour management approach.
- Drawing and Talking
- English and maths interventions
- First Aid (including Paediatric First Aiders, allergy and asthma awareness)
- Interventions to support speech and language development
- Protective Behaviours
- Moving and Handling
- Phonics
- Demand Avoidance
- Specific Learning Difficulties
- Mental Health and Wellbeing
- Makaton Signing

Training is refreshed regularly and is based on the needs of the children we support. As such, opportunities are sought to ensure that staff have an up to date knowledge of SEND issues and current legislation.



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

The curriculum tab of our school website has detailed information about our approaches to learning. Please click on the link below:

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All children will receive homework, which varies in content, length and frequency by age group and ability. Provision is made for pupils without access to technology at home.

We encourage parents' attendance at a variety of events throughout the school year, including:

- New to Reception meetings
- Curriculum evenings
- Parents' Learning meetings
- Parents' support sessions e.g. for Speech & Language advice/information
- Update on Learning meetings
- Collective Worship, concerts and productions
- Friends of St. John's meetings

All of these meetings/events give advice/information/materials to help support learning and development- all of which is very relevant to children with SEND and we strongly encourage parents to attend.

If you need further advice on supporting your child's learning, please talk to your child's class teacher.



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

Parents are involved in the 'assess plan do review process' as soon as concerns have been raised. In addition, parent meetings offer further opportunities to meet with staff. Following receipt of their child's annual school report, parents are invited to make an appointment to meet with the teacher should they wish to do so.

Where a SEND Support Plan is in place, parents meet termly with the class teacher, SENDCo and the child wherever appropriate and with the class teacher at least once between these meetings.

If you are worried or unhappy about your child's provision, please contact one of our SENCos, the Deputy headteacher or the headteacher.

Parents are involved in every stage of their child's educational journey and St John's welcomes all parents and pupils to be involved in such discussions.



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

St John's is an inclusive school and we take into account the needs of the children to enable them to take part in activities outside the classroom.

Comprehensive risk assessments are carried out before any off site visits and reasonable adjustments will be made to support your child. These may include: special preparation prior to the trip e.g. using pictures and/or stories, a named member of staff accompanying your child exclusively and/or parental involvement where appropriate.

When appropriate, an individual risk assessment will be carried out if a pupil's needs and the nature of the visit so require one.



11) How accessible is the school environment?

St John's is fully compliant with the Equality Act and adaptations are made for all children with SEND, where necessary. St John's is situated on a purpose built site on Clarendon road. A lift ensures that all parts of the school building are now wheelchair accessible and there are disabled toilet facilities on every floor.

The ground floor medical room is equipped with a shower, hoist and medical bed. The top floor has a designated First Aid room where individual treatments can be implemented. Specialist equipment is provided where appropriate for children with SEND 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.

Parents are encouraged to talk to the school to meet individual requirements, such as communication with parents and carers whose first language is not English. Please contact the Inclusion team if your child has any specific requirements.



12) Who can I contact for further information?

Every teacher has the responsibility for children with SEND in their class. The SENCo is the person responsible for ensuring that this support meets the needs of the children and she provides support and advice to teachers and parents when required.

Your child's teacher is always the first person you should contact if you have any concerns about your child. The Special Educational Needs Coordinators are Miss Ayanna Stevens and Mrs Sarah Cavalier. They are always happy to discuss any concerns you may have about your child's needs. If you have any concerns which you feel have not been addressed, please refer to our complaints procedures. [Concerns and Complaints Procedure 2023 2026](#) In addition to this, there is further information about organisations on the final page of this document.

Email: office@watfordstjohns.org

Telephone: 01923 255017



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?

Transition is a part of life for all children, whether it involves moving to a new class or moving on to a new school. We recognise that transition is an important time for all children, but especially for a child with SEND. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school take place in the Summer Term. Arrangements for secondary transition for pupils with SEND will be planned according to the individual's needs.

During Year 6, transition information will be shared with the SENCo at their next school. This information will outline the needs and support that has proven effective. Where possible, children will visit their new school; staff from their new school will visit them at St John's or staff from St John's will accompany the child on visits to their next school.



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

The school's SEND budget is mostly used to provide additional staff, training and support or resources that will directly benefit children with SEND.

In a very few cases the school will apply for, and be granted, High Needs Funding from the Local Authority budget. This funding is allocated to a particular child and the school may use it in whichever way most benefits that child.



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

Following assessments, analysis of pupils' progress, target reviews and observations, the individual needs of each child are considered carefully by the class teacher, SENCo and Head teacher before support is put into place.

Support has to be carefully matched to children's needs. Some children may require long-term support while others may need intensive help for a short time. Children with exceptional needs might receive specific funding to provide levels of support not normally available in school.

The impact of any provision is regularly reviewed using the Assess-Plan-Do-Review process and adjusted to maximise effectiveness. Parents are kept fully informed of any changes to the provision.





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?

To find the Local Offer for Hertfordshire, visit the website: www.hertsdirect.org/localoffer. If you do not have access to the internet, please speak to the SENCos, Mrs Sarah Cavalier or Miss Ayanna Stevens, to obtain a hard copy.

Another useful resource for parents is the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). This is an impartial service funded by Hertfordshire County Council. They offer a personalised, confidential service to help parents understand how special educational needs are assessed and managed, so they can make decisions about their child's education.

Telephone: 01923 555847

Email: sendiass@Hertfordshire.gov.uk

Website: <https://www.hertssendiass.org.uk/home.aspx>

