



SEND Information Report 2026-2027

Our school is part of DSPL 4 (Delivering Special Provision Locally). We work in partnership with schools, settings and services across our local area to support children and young people 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/Disabilities?

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

The attainment and progress of all children is monitored frequently and consistently throughout the school. Children falling behind age related expectations will be identified through pupil progress meetings and any concerns relating to SEND will be shared with the SENCo via an internal referral form. You will be informed by the class teacher if your child is not making expected progress, what is being done to support this and that this is currently being monitored. If it is thought they may have a special educational need you will be given the opportunity to discuss this with the SENCo and/or Class Teacher. If you have concerns regarding your child, this should be discussed with the class teacher first.

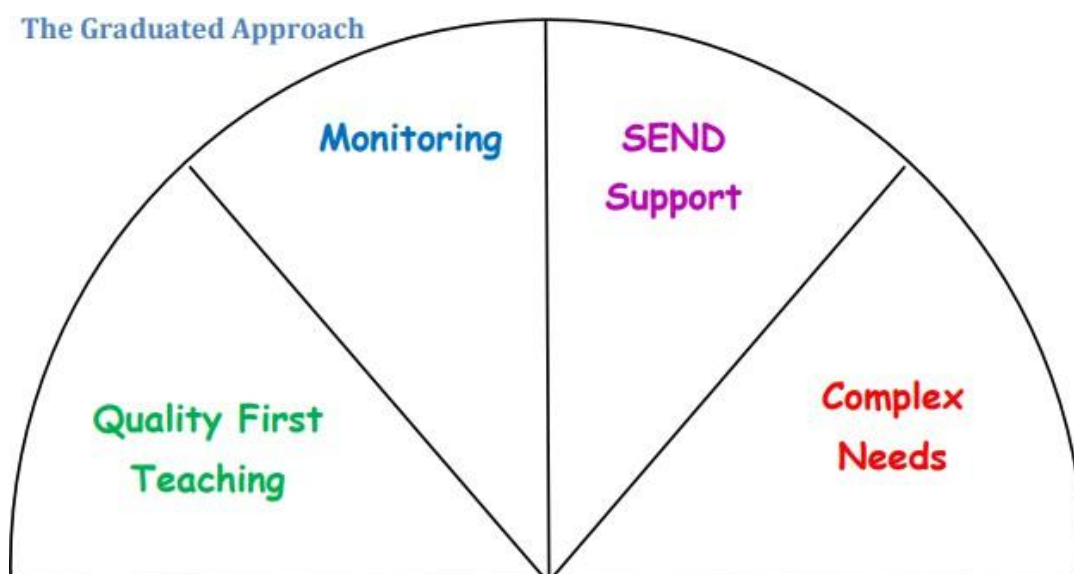
2. How will school staff support my child?

Our SENCo and Headteacher oversee the progress of all children including those with SEND and work closely with teachers and support staff to ensure each child is able to reach their full potential. All children on the SEND register have Individual Support Plans with specific targets and provision put in place for them to achieve these.

The class teacher is responsible for providing high quality teaching and will ensure that work is personalised to each child's individual needs. The class teacher is responsible for ensuring that children progress and develop. Class teachers along with the SENCo, will carry out clear analysis of the child's needs which will draw on assessments and experience of the child. This assessment will be reviewed regularly and inform any planning and provision to support the child's learning.

Teaching assistants will support children's learning as directed by the class teacher. This may be in different capacities i.e. group or individual work. Teaching assistants will work closely with class teachers and the SENCo to monitor each child's progress. Our Headteacher works closely with our SENCo to oversee SEND within school.

At Churchfield CE Academy we use a graduated approach where children may move between the levels of support depending on their individual need. We will use an approach of assess, plan, do and review when dealing with children's needs.



Quality First Teaching - The class teacher provides high quality teaching and education on a daily basis for all children which includes adapting and differentiating the curriculum to meet the needs of all children. This may involve using practical resources, writing frames, extra time to complete tasks and additional in-class support by the teacher or teaching assistant in class.

Monitoring - For some children, if their needs relate to a more specific area of learning then an intervention will be put in place to further support the child's learning and their progress will be closely monitored by the class teacher and SENCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions are regularly reviewed to monitor the effectiveness of the provision and to inform future planning.

SEND Support- If a child still requires further support, additional to QFT, this may result in them being identified as requiring SEND support. Individual targets will be identified alongside any additional provision which is needed to achieve the targets and an Individual Support Plan will be put together and shared with parents. For some children, the school would seek, with your permission, to refer for specialist involvement from external agencies such as the Specialist Advisory Teachers. These specialists can

help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress.

Complex Needs - If a child's needs are more complex a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. Your child will also have been identified by professionals as needing a particularly high level of individual or small-group teaching. This is a legal process which results in an individualised EHC Plan being created which will outline the support your child will receive and what strategies will be put in place.

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

We support and involve parents in their children's learning both formally and informally. This includes;

- Parent consultations
- Annual Report
- Messages home
- Standard Assessment Tests (SATs) at the end of year 2 and year 6
- Phonic assessment results at the end of year 1
- Early Years Profile results at the end of reception
- Individual Support Plans for those on the SEND register (shared through provision map or parent meeting)
- Annual review meetings for those pupils on Education Health and Care Plans
- Informal meetings with the class teacher/SENCo

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

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need
- You are encouraged to read with your child on a daily basis and support them with their homework.
- The class teacher will discuss with you your child's pupil passport and Individual Support Plan. During this discussion your voice will be added to the information and the class teacher will discuss with you how we can work together to best support your child.
- Parent workshops may be organised to provide advice on how to support your child's development at home.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have.
- The SENCo is available to meet with you to discuss your child's progress or any concerns you may have at a pre-arranged appointment.

- A home-school book may be used to support communication with you if it would be beneficial for you and your child.
- Advice from external agencies will be shared with you either verbally or in a copy of their report.

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

At Churchfield we are aware that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways and act as a barrier to learning. Therefore, all classes follow a structured Personal, Social, Health Education (PSHE) curriculum to support their development and there are regular opportunities to develop this further through assemblies and school events. Class teachers provide pastoral support for all children in their class, alongside the class teaching assistant and all pupils are encouraged to make use of the class worry box as a way of discussing anything that may be bothering them.

Mrs Ruffell, SENCo, oversees the mental health provision in school alongside our Mental Health Lead, Miss Rodney. All school staff undergo level 1 mental health training annually. Mrs Craig, our Assistant SENCo also offers school-based counselling and Emotional Literacy support to children.

For those children who find aspects of this difficult, further support can be put in place;

- We have trained staff member who is a qualified ELSA (Emotional Literacy Support Assistant) who delivers Social and Emotional support. They may work with your child on a one to one basis or as part of a small group to discuss and work through areas of concern or difficulties.
- We have a one member of staff trained in delivering Tier 1 Counselling services who works with children on a one-to-one basis. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS), Rivers Education Support Centre, Strength in Mind or the school nurse.

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

Our SENCo is kept up to date with all new SEND policies and developments and staff are informed of these developments. Staff have comprehensive training and advice and support from outside agencies is used to further upskill staff. All staff are trained in First Aid and Safeguarding, and we have Paediatric first aiders in school. Staff receive training across the school year based on rising needs across the school. Teachers and teaching assistants have undertaken training in several SEND areas including communication and autism, therapeutic thinking as well as many effective intervention methods. Staff have also received training in several other areas, including but not limited to:

- Understanding ADHD
- Managing Challenging Behaviour
- Mental Health
- Crisis and Sad Training
- Quality First Teaching
- Behaviour and Attachment
- Growth Mindset
- Adverse Childhood Experiences
- Differentiation for Learning
- Dyslexia
- Understanding Autism
- Metacognition

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

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will involve specialists, including outside agencies. These may include:

- Educational Psychologists
- Speech and Language Team
- Occupational Therapy Team
- Outreach workers such as Middleton Outreach Support
- Child and Adolescent Mental Health Services (CAMHS)
- Attendance Team
- Behaviour – Rivers and the Phoenix Team
- Art Therapy/Counselling - Strength in Mind
- Early Years Staff - WellComm (a tool for assessing a child's language needs) trained
- SEND Specialist Advice and Support (SAS)
- Advisory Teachers
- Rivers Education Support Centre
- School Nursing Team
- ESMA – Education Support for Medical Absence

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

Parents/Carers will be kept up to date with their child's learning and be given opportunities to discuss ways of supporting this throughout the school year as well as at Parent/Carer consultation meetings termly. Your child's Individual Support Plan will be shared with you and targets set with the provision clearly explained to you by the class teacher. Children are expected to read their reading book daily as well as practice their spellings and timetables, any additional support will be discussed with you during these meetings and informally throughout the year. Parent consultations will take place twice a year and an annual school report will be provided at the end of each academic year, to enable parents to see how their child is progressing. Parents

will be informed if their child has SEND and will be consulted and informed regarding provision on a termly basis.

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

There are formal occasions such as parents evening or SEND review meetings. In addition, we have an 'open door' policy where parents/carers can speak to the teacher after school or email them directly to pass on any message. Alternatively, a meeting can be planned where a longer discussion is needed. Working parents can telephone/email (via the school office) to arrange for a teacher to contact them regarding a particular issue. Parents/carers of children with SEND are regularly involved in discussions through reviews.

Our SENCo can be contacted on the main school number- 01992 463289 or charlotteruffell@churchfield.herts.sch.uk if you would like to discuss any concerns. If your child has an Education, Health Care Plan, there will be an annual review of the plan with parents and the professionals involved in supporting your child to discuss targets.

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

All children with SEND can participate in all aspects of school life and activities. For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on school trips and when appropriate, additional staff are deployed. Individual risk assessments will be carried out if a child poses a risk to themselves or others by going on a school trip. If a trip is run by an outside agency they are made aware of each child's needs so they are dealt with in an appropriate manner. Parents/Carers will be involved in planning activities and trips if needed.

11. How accessible is the school environment?

We have an accessible school and classrooms. There are disabled toilets in both buildings. We have use of ICT including laptops and iPads. Tables and chairs are at appropriate heights for key stages. Visual timetables are used in all classrooms and for those who need it, individual ones are used too. Interactive whiteboards are used with a yellow or other pastel-coloured backgrounds to make it accessible for those with visual processing difficulties such as dyslexia. Please see our accessibility plan for more information.

12. Who can I contact for further information?

Our SENCo is Mrs Ruffell and she can be contacted on the main school phone number 01992 463289 or via email on charlotteruffell@churchfield.herts.sch.uk. You should speak to your child's teacher with initial queries. If you wish to make a complaint, the school has a complaints procedure that will need to be followed.

If your complaint relates to an Education, Health and Care Plan, or you wish to discuss this with the Local Authority, you can do so by clicking [here](#).

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

Transitions can be a difficult time for any child but especially for some children with SEND. We have good relationships with local pre-schools and secondary schools and take appropriate steps to ensure a transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will undertake a pre-visit where this is appropriate.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the new school's SENCo and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- A "goodbye" transition book may be made to support them with leaving Churchfield and joining their new school.

In Year 6:

- We will contact the school's SENCo and head of year 7 and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.
- We run a transition programme to discuss anxieties and hopes as well as talking through the similarities and differences between primary and secondary schools.
- All secondary schools hold transition days which your child will attend and if necessary further visits will be arranged. The SENCo or class teacher may be able to visit the school with you and your child if this is necessary.

Between classes within Churchfield:

- At the end of each academic year, we hold a transition staff meeting where teachers pass on information about their class to the next teacher.
- A transition day occurs; usually on the same day year 6 are visiting their new school. This allows the pupils to meet their new teacher and experience their new classroom.
- Where necessary pupils will have additional visits, or a transition book made for them.

- Year 3 teachers spend time on the infant playground in the lead up to the transition for the year 2 children.

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 and training etc. which will support the progress of children with SEND. Budgets are closely monitored and aligned to the school improvement plan for Churchfield. Where necessary, if a child requires provision which exceeds the nationally prescribed threshold, Local Higher Needs Funding (LHNF) may be applied for. This funding is for a fixed period and is usually whilst we look in to applying for an Education, Health and Care Plan (EHCP). EHCP's are banded and funding is allocated from the local authority which will be used to meet the provision set out in your child's plan.

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

This is determined by a detailed analysis of a child's needs, barriers to learning, stage development, parental views, their own views and consultation with the class teacher and where appropriate, outside agencies. Any support offered is reviewed regularly and interventions are monitored to look at amendments that need to be made. There is an emphasis on early identification and targeted effective support to minimise any long-term need for additional support.

High quality teaching that is differentiated and personalised will meet the individual needs of most children. Some children need educational provision that is additional to or different from this. Churchfield will endeavour to ensure that such provision is made for those who need it. Special educational provision is underpinned by high-quality teaching and is compromised by anything less. School will:

- Ensure decisions are informed by insights of parents and those of children and young people themselves.
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review additional or different provision made for them
- Promote positive outcomes and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

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

The Local Offer is available to view: [Hertfordshire Local Offer](#)

The DSPL4 website is available to view at <http://www.dspl4.co.uk>