



Hatfield Community Free School SEN Information Report for Special Educational Needs 2025-26

Welcome to our SEN information report which is part of the Hertfordshire Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

<https://www.hcfs.org.uk/special-educational-needs-disabilities-1/>

At Hatfield Community Free School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Ashley Holmes (SENCO) to discuss your concerns.

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

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made. Here at HCFS we deliver an adapted curriculum targeted to support those children with differentiated learning.

2. How will early years setting / school / staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Action Plan for Inclusion, One Page Profiles (OPP) or Individual Education Plans (IEP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Ashley Holmes

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school trustees with regards to reasonable adjustments and access arrangements
- Organising staff training

The Principal: Mrs Victoria Hobson

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.

- The Principal will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

The SEN Trustee: Mrs Maxine Kinghorn

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Principal and SENCO with regards to SEN within the school.

3. How will the curriculum be matched to my child's/young person's needs?

differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Hatfield Community Free School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Principal and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEN Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Principal and SENCO will monitor the progress made by SEN children through their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning remains high.

We send regular class and whole school newsletters with information about things that have happened. Also extra information can be found on the school website including class news, photograph gallery and useful links. In addition to this, where necessary we also communicate via Satchel or home/school link books.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Play Therapy sessions

Sessions are run on Tuesday and Friday with qualified practitioners. Children attend for 40 minute sessions. Play therapy aids children to understand and express their thoughts and feelings.

- Individualised programmes of activities following the Thrive Approach

The Thrive Approach support children with emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. Qualified Thrive Practitioners support the children and staff team.

- Staff trained in how to support pupils' mental health and well-being through the Thrive Approach.

Regular staff CPD enables the whole team to provide engaging activities that promote good mental health and well-being. Thrive days are timetabled regularly for the whole school.

- SENCO is Mental Health Lead trained (September 2022)
- Links with Mental Health Support Hub at The University of Hertfordshire

The Mental Health Support Team work with the school to provide workshops, group work, 1:1 support for children and families and Key Stage assemblies to promote mental health and wellbeing within the community.

- Nessy Dyslexia Screener and interventions

Since 1999, Nessy has been helping children with dyslexia to succeed. Once children have been identified through the dyslexia screening tool, they are assigned personalised reading and spelling targets to work to. A qualified teacher supports the children from early identification to baseline through to weekly interventions. Parents are informed of a 'high' dyslexia possibility and are further supported by the SENCO.

- Visual Timetables

Every class in the school has a visual timetable displayed on their boards. Individual children may need a personalised timetable to enable them to access the learning. This consists of images and text and follows the school day.

- Movement breaks

Movement breaks are a reasonable adjustment made for children that enables them to refocus on their learning. The children have a personalised card and can walk around the building. This help to create a level of alertness which enables a child to focus and concentrate.

- Now and Next Board

A now and next board is a tool that helps children to understand what tasks they are going to do and when. The boards have two parts, one side shows what is currently happening and the other shows what is going to happen. The boards contain the words 'now' on the left hand side and 'next' on the right hand side.

The boards help to reduce confusion and anxiety and supports intolerance of uncertainty.

- Speech and Language Therapists

Some children struggle to find the right words or sounds to use and to put them in the correct order to make themselves understood. These children may need help from a speech and language therapist to develop good communication skills. Children can be identified by their class teacher and inform the SENCO. The SENCO will then make a referral through the NHS to access the SALT services. The therapists work with the school and hold weekly/monthly sessions with the children. They provide activities for the children to complete at school.

- Out Reach

From time to time, a child may need further support from an outside agency. The service aims to support individuals with the specific requirements they need; this can range from supporting children in care with 1:1 support, supporting children in the community or supporting families in their own homes.

All of the above are implemented when the needs of the child have been assessed using the Assess, Plan, Do, Review (ADPR) cycle. The SENCO will then co-ordinate the relevant intervention and service. The school benefits from a Relationships Policy with clear rewards and sanctions and in each class the exact same rules

are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has a black grab bag, which includes first aid equipment.

There are various opportunities for pupils to have a voice on decision making in the school. The Senior Pupil Leaders meet regularly.

Prior to SEND review meetings, pupils have the opportunity to share their views.

5) What specialism services, experience, training and support are available at or accessed by the setting / school / college

Once the school has identified the needs of SEND pupils, the SENCO and Principal decide what resources/training and support is needed.

School Provision:

- Wide range of English and Maths small group interventions delivered by learning Support Practitioners
- ICT support in the form of reading, phonic and maths on- line platforms.
- Nessy programme used to support dyslexic learners
- Lunch time nurture groups to support children with social development through the Thrive Approach.
- Speech and Language support using Wellcomm (Complete speech and language intervention) and SCERTS (Social Communication, Emotional Regulation and Transactional Support) under the direction of the Speech and Language Therapist

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)
- Mental Health Support Teams

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- School counselling sessions

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

- The Thrive Approach – Mrs Dobson
- NASENCO Award- Mrs Holmes
- Senior Mental Health Lead-Mrs Holmes
- Dyslexia Screening programme- Mrs Holmes
- ASD and ADHD Awareness Training- Learning Support Practitioner Team
- Therapeutic Thinking Tutor- Mrs Summers and Mrs Wallace
- Makaton- Mr Amalak Francis (Level 1)

7) How will my child/young person be included in activities outside the classroom including school trips?

At Hatfield Community Free School, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the setting / school / college environment?

- The school is fully compliant with DDA requirements.
- The main building has easy access, double doors.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are disabled facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we are able to access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has an outside learning area.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.

9) How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?

New pupils to Hatfield Community Free School

Early Years Foundation Stage staff will meet with pupils prior to starting school through taster mornings. There will also be the opportunity for a home-visit prior to commencement of term. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

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

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

- Direct phonics programme.
- Wellcomm speech and language resources
- Sensory resources
- Dyslexia Screening

11. How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.

The Principal decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school trustees on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Principal and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At Hatfield Community Free School, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing a Learning Plan or an Individual Education Plan, parents are given the opportunity to be part of the assessment and review process using a person centred approach.

13. Who can I contact for further information?

We hope to resolve, any complaints you may have, which in the first instance should be directed to the Principal. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.

Please see the complaints policy on the school website.

<https://www.hcfs.org.uk/complaints-procedures/>

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, pupils, trustees and staff.

You can access the Local Offer using the following link:

<https://www.hcfs.org.uk/send-local-offer/>

You can access support services by clicking on the link below:

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

If you have any comments, please contact Mrs Holmes (SENCO).