



“Nurturing Life-Long Learning”

SEND Information Report

2026-2027

Welcome to our SEN Information Report (School Offer). On the following pages you will find the answers to frequently asked questions about the school's offer to children with special educational needs. The School Offer complies with the SEN Code of Practice, 2015.

Morgans Primary School and Nursery is an inclusive school and is committed to the academic and personal development of all children, regardless of background or ability. We aim to help all learners reach their full potential and are strongly committed to our responsibility to identify and assess special educational needs and disabilities (SEND). We are dedicated to closing any gaps between the attainment and development of children with and without SEND. At Morgans Primary School and Nursery, we offer a range of provision to support children with SEND; over and above Quality First Teaching for all.

For your information we have provided some answers to the following questions:-

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

The SEND Code of Practice, 2015 states that "A child or young person has SEN 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 has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

Teachers continuously monitor children's progress through observations, marking, feedback discussions and a range of formative and summative assessments. Regular pupil progress meetings are held each term at which every child is discussed by the class teacher, the SENCo and a member of the Senior Leadership Team.

These discussions will identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parents with concerns about their child should always share these concerns with the class teacher as soon as possible. This can be done at parent consultation evenings, by making an appointment via the school office, or by emailing the school office, who will then forward your email to the class teacher. The class teacher will then discuss with parents how their child may be/is being supported within school.

2. How will the School staff support my child?

In the first instance, the class teacher is responsible for ensuring that children with SEND are accessing all areas of the curriculum. In conjunction with the pupil progress meetings, a provision map is compiled to show the different interventions that are being implemented to support the needs of the children

Every child receives Quality First Teaching, and learning is carefully planned to include differentiation for children with differing abilities. Small group work or support on a one to one basis may also be necessary.

If the class teacher and the SENCo feel that the needs are not being completely met then the involvement of an outside agency, for example the Specialist Advisory Service, may be suggested.

Referrals are not made without parental consent and parents are fully involved at every stage of the process.

The class teacher will ensure that the School's SEND policy is followed in the classroom and for all children he/she teaches with any SEND. He/she will ensure that all staff working with a child with SEND are supported to deliver the planned work/programme and work to achieve the best possible progress.

The SENCo is responsible for coordinating all of the support for children with SEND and developing the School's SEND policy to ensure that all of the children get a consistent, high quality response to meeting their needs in school.

The SENCo will ensure that parents/carers of children with SEND are:

- involved in supporting their child's learning
- kept informed about the support their child is receiving
- involved in reviewing their child's progress

The SENCo will liaise with external professionals who may be coming in to school to help support the children's learning e.g. the Speech and Language Therapist, Educational Psychologist etc.

The SENCO will update the School's SEND register (a system to ensure that all of the SEND needs of children in school are known) and ensure that current records of those children's progress and needs are kept.

The Head Teacher is responsible for the day-to-day management of all aspects of the School, and this includes the support for children with SEND. The Head Teacher makes sure that the School's Governing Body is kept informed about any progress/concerns in school relating to SEND.

The School has a Governor who is responsible for overseeing the SEND provision in the School, and he/she must make sure the Governing Body is kept informed about any progress/concerns in the school relating to SEND.

3. How will I know how my child is doing, and be involved in discussions about planning for my child's education?

Class teachers will have an early discussion with pupils and their parents when identifying whether the pupils require special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- pupils'/parents' concerns are taken into account
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

The teacher will identify, plan and deliver any additional help your child may need and let the School SEND Co-ordinator (SENCo) know about any concerns as necessary.

In addition, the class teacher is responsible for writing Assess, Plan, Do, Review (APDR) documents for the children with SEND in his/her class, and sharing and reviewing these with parents/carers at least once each term before planning for the next term.

For children with an Education, Health and Care Plan (EHCP), annual meetings will be arranged by the SENCo, to which parents and professionals will be invited, in order to update and amend the provision set out in the plan.

For Children Looked After (CLA), regular meetings will be arranged by the Designated Teacher for CLA in order to review their Personal Education Plans (PEPs).

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Please refer to the new Ordinarily Available Provision document set out by Hertfordshire. This guidance sets out provision that should be provided for all children and young people, not just those with SEND. These provisions are already an integral part of schools support within the classroom. Please click on the link for further information: [ordinarily-available-provision-guidance-sep25](#)

Quality First Teaching: Each child's education will be planned by the class teacher, taking into account your child's preferred learning style. All lessons will be appropriately differentiated to suit the needs of each child. This may include additional general support by the teacher or teaching assistant in the class. All children will be given the opportunity to review, consolidate or develop their understanding within a lesson.

Additional Need: If assessments show that a child's needs relate to more specific areas of learning then the child may be included in an intervention group (School Support). This may be led by the class teacher, intervention teacher or teaching assistant. The length of time the intervention runs will vary according to the need but will be monitored regularly. All interventions will be reviewed by the class teacher and SENCo to assess the effectiveness of the provision and to inform future planning.

SEN Support: If the review of interventions shows that the child is not making targeted progress or the child has a higher level of needs, then the child is identified as having SEN Support. Further advice may be sought from external agencies, e.g. the Specific Learning Difficulties (SPLD) Outreach Service, to support school staff to plan for the needs of the child. This process will require a meeting at least every term with the child's parents/carers, child and teacher to identify targets, plan how they would be achieved and review the impact of the support they have had.

Complex needs: If a pupil's needs are more complex, a formal assessment for an Education, Health and Care Plan can be requested and undertaken if deemed to meet LA criteria.

A child may move between levels of support depending on their individual level of need.

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

Morgans are members of the National Nurturing Schools Programme, and use the six principles of nurture practice:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of well being
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The school follows the Hertfordshire STEPS therapeutic approach to positive behaviour management. We ensure that children feel safe by having strong, clear routines and consistent expectations.

The school has clear policies on medical needs, behaviour and anti-bullying. We follow a structured PSHE programme (Jigsaw) that incorporates mindfulness and the STEPS programme for behaviour management.

Pupil voice and school council meetings are undertaken on a regular basis. Staff listen to children and, where appropriate, a key adult will support children who find aspects of school life challenging.

Referrals may be made to appropriate external agencies as necessary, e.g. Families First, Family Support Worker or CAMHS.

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

Speech and Language - The NHS Speech and Language Therapy Service provides link therapists who meet regularly with the SENCo to offer advice and guidance regarding speech and language provision. Presently they are only focusing on EHCP children. Children who do not have an EHCP go on a waiting list.

Specific Learning Difficulties (SPLD)

Jenny Wright - specialist advisory teacher for SPLD, including all Maths and English related difficulties. School has to pay for this service.

Educational Psychologist - provides advice for individuals for whom Quality First Teaching and SEN Support have not been successful, usually as part of the EHCP process. School has to pay for this service.

Amwell View Outreach

Alison Lindsell - specialist advisory teacher from Amwell View, can provide individualised or small group advice/training for a range of SEND.

Specialist Advisory Service (SAS) - includes early years, speech and language, communication and autism and hearing/vision/neurological impairment specialists who provide advice regarding individual children on a referral basis, and then support us to implement the recommended strategies.

ADHD Nurse - for children who already have a diagnosis of ADHD. They contact the school to arrange a visit, school does not contact them.

Behaviour/SEMH Support

Rivers - behaviour support team who provide support for children when in-school behaviour support strategies such as STEP therapeutic behaviour approaches, Lunch Club, Roots and Fruits and Risk Management Plans have not been effective. School makes a referral to this service.

Step 2/SPA - this agency works alongside CAMHS and is the first stage in providing intervention and support for children with mental health needs. School, Doctors and home can make a referral to this service.

CAMHS - Children and Adolescent Mental Health Support, for when Step 2 intervention has not been sufficient to meet the child's needs. School, Doctors and home can make a referral to this service.

HABS Family Support Service - provides family support workers who work with pupils and their families to support with needs at home. School and home can make a referral to this service.

NHS

School Nursing Team and Occupational Therapy - contribute expert reports to support the school to make necessary adjustments to support pupils. School and home can make a referral to this service.

7. What training have the staff had with supporting children with SEN?

The SENCo, who has obtained the National Award for SEN Coordination, regularly attends training courses to ensure her knowledge of SEND remains up to date.

The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole staff training on SEND issues such as ASD, mental health and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8. How are the school's resources allocated and matched to children's SEN?

The funds delegated by County (age weighted pupil units) are allocated to meet the needs of children with SEND. The School Budget includes money for supporting children with SEND, i.e. the Notional SEN Budget.

The Head Teacher decides on the budget for SEND, in consultation with the school governors, on the basis of needs in the school.

The school applies for Localised High Needs Funding (LHNF) for a few children who have a very high level of need. If the application is successful the allocated money is used to support the identified child.

A child with an EHCP is assessed as part of the process for banding using the Top up High Needs Funding (HNF) Toolkit.

All additional provision for pupils with SEND is overseen by the SENCo.

The school governors and the Head Teacher/SENCo discuss all the information they have about SEND in the school, including:

- the children currently receiving extra support
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

They use this information to decide what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as required.

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

All of our extra-curricular activities are available to all our pupils, including our before-and after-school clubs, provided that appropriate provision can be made in order to meet the needs of all pupils.

School trips, including residential visits, are discussed with parents and reasonable adjustments made. An Individual Risk Assessment may be completed to facilitate some pupils' participation. We endeavour to

include all pupils in all curriculum visits; however this may not always be possible within the risk assessment framework.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

10. How accessible is the school environment?

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act, 2010.

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

If your child is joining Morgans from another school, the SENCo will discuss the specific needs of your child with the SENCo from their previous school. Arrangements will be made for your child to visit Morgans on several occasions. This will help your child to ensure a smooth transition from one school to another.

If your child is moving to another school, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For many pupils with SEND, handover between teachers at the end of the academic year or Key Stage will take place in scheduled meetings where strategies and best practice will be shared. This includes handover to Secondary settings, where Year 6 teachers meet with staff from the pupils' new school.

12. Who can I contact for further information?

If your child has a particular need or disability and you would like to know more about what we can offer at Morgans Primary School and Nursery ask to speak to our Head Teacher/SENCo. The SEND Governor can be contacted through the school office.

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

When a pupil's needs are initially identified a discussion takes place between teachers, parents and, where appropriate, pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support that the pupil needs to meet these outcomes will be agreed.

School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise.

We think it is really important that parents and pupils are fully involved in decisions about support and provision. Decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

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?

Our local authority's local offer is published here:

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