STONEHILL SCHOOL SEND INFORMATION REPORT

2026-2027

This report provides information for parents and carers regarding aspects of our SEN provision and was written in conjunction with staff, governors and parents.

Stonehill School is an inclusive mainstream school and caters for a wide range of special educational needs. Twenty percent (20%) of our pupils have a special educational need.

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 Stonehill, we are committed to supporting every child's development, both **academically and socially.** Children who may need extra help are often identified through informal observations in the classroom and playground. These observations allow staff to notice any early signs that a child might benefit from additional support. Parents may also raise concerns about their child's development, which we take seriously and respond to with care.

Our teachers continuously assess children's **progress** throughout their time at Stonehill, ensuring that any concerns are identified and addressed as early as possible. As children grow and develop, their needs can change. Because of this, concerns may be raised at any point during their time with Stonehill School.

Teachers and Learning Support Assistants (LSAs) closely monitor pupils' learning and social interactions every day. Using their professional expertise and experience, they are able to identify when a child may need extra support and determine the most appropriate course of action.

In some cases, children may face specific barriers to learning that require more targeted support. When this happens, the class teacher will discuss the child's needs with parents and if needed the Special Educational Needs Coordinator (SENCo). Together, decisions will be made on the best support for the child and put appropriate measures in place. Parents will be kept informed throughout this process and are always encouraged to share their views. Regular opportunities are provided for parents to meet with both the class teacher and the SENCo to discuss their child's progress.

If you have concerns about your child's learning or development, we encourage you to share these with school. The first point of contact should be the child's class teacher. After an initial discussion, the teacher may recommend a further conversation with our SENCo to explore the best next steps for your child.

Our SENCo is **Mrs Georgina Allen**.

2. HOW WILL STONEHILL STAFF SUPPORT MY CHILD?

At Stonehill, class teachers are responsible for planning and delivering high-quality teaching for all pupils, including those with identified special educational needs and disabilities (SEND). This involves setting appropriate targets, providing tailored resources, and implementing strategies to meet individual needs. These provisions are regularly reviewed to ensure they remain effective and relevant.

We follow the nationally recognised 'Assess, Plan, Do, Review' model to guide our support for children with SEND. This structured approach helps ensure that each child receives the right support at the right time and that progress is carefully monitored.

Wherever possible, each class is supported by a Learning Support Assistant (LSA) who works closely with the class teacher to provide additional support for pupils who need it. Teachers and LSAs maintain open lines of communication with parents and offer regular feedback about their child's progress and any additional needs.

Our Special Educational Needs Coordinator (SENCo), **Mrs Allen**, has responsibility for coordinating SEND provision across the school. Her role includes:

- Identifying the additional support individual pupils may require
- Ensuring that staff have the necessary training and resources
- Making referrals to external agencies or seeking specialist advice where appropriate

In addition, our link SEND Governor, **Mrs Claire Sheff,** works closely with **Mrs Allen** and the Headteacher, **Mrs Close**, to monitor and support the effectiveness of the school's SEND provision. She helps ensure that pupils with special educational needs receive the best possible support and opportunities to thrive.

3. HOW WILL I KNOW HOW MY CHILD IS DOING?

At Stonehill, we are committed to working in close partnership with parents and carers to support every child's individual needs.

In line with the **SEND Code of Practice**, all children on our school's **SEND register** will be invited to meet with the Class Teacher and/or the SENCo at least **three times per year**. These meetings provide an opportunity to review progress, update targets, and discuss any changes in provision.

- **Autumn and Spring Terms**: Parents are invited to attend meetings with both the class teacher and the SENCo. These can be joint or separate meetings.

- **Summer Term**: Parents are invited to meet with the SENCo and will also receive a written end-of-year report from the class teacher.

During these meetings, where applicable, the child's **Pupil Learning Plan** (PLP) will be shared and reviewed. These plans outline the support in place and identify specific targets. Paper copies of PLPs can be provided to parents

In addition to these scheduled meetings, we value ongoing communication and may use a variety of methods to keep in touch, including:

- Home-school communication books
- Email updates
- Telephone calls
- Informal face-to-face conversations at drop-off and collection times

Parents of children with an **Education, Health and Care Plan (EHCP)** will also be invited to attend an **annual review** meeting to assess progress and ensure that the plan continues to meet the child's needs effectively.

4. HOW WILL THE LEARNING AND DEVELOPMENT PROVISION BE MATCHED TO MY CHILD'S NEEDS?

At Stonehill, teachers plan lessons with activities tailored to meet the needs of all learners within the classroom. Tasks are adapted to offer different levels of challenge and support, based on regular assessments and teachers' knowledge of each child.

For children with SEND, this may include:

- Extra adult support (e.g. LSAs)
- Special equipment (e.g. overlays)

- Targeted interventions (e.g. UCAN2 Maths)

Children with higher levels of need may receive different tasks or extra support in certain subjects. These are outlined in their **Pupil Learning Plan (PLP)**.

We follow the **Assess – Plan – Do – Review** cycle to ensure support stays effective. Interventions are reviewed regularly and may include input from outside agencies if needed.

5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

Our Mental Health Lead, **Mrs Burnett**, coordinates support for all children with their wellbeing At Stonehill, the mental health and well-being of all our pupils is a top priority. We create a safe, supportive environment where children feel valued and connected to both staff and their peers.

We use a range of strategies, including:

- **Daily check-ins** with pupils
- **Positive behaviour management**, with adjustments for SEND children
- **Restorative approaches** to behaviour incidents
- A **clear behaviour policy** that supports all learners, including those with SEND
- Play leaders in the playground – older children trained to support younger.

Adjustments for children with SEND may include:

- Check-ins with a named adult
- Quiet areas for self-regulation
- Regular movement or 'brain breaks'

Our **Family Support Workers**, **Mrs Burnett** (Mon-Wed) and **Mrs Read** (Wed-Fri), are based in the **Rainbow Room**, a calm, dedicated space for children needing support with social, emotional, or mental health needs. Additional support provided by them could include:

- 1:1 or small group work for childen (e.g. *Taming the Anxious Gremlin*, *Understanding ASD*)
- **Protective behaviours** (e.g. 'network hands')
- Providing a **Worry Box** in every classroom
- Support for families via referrals to outside agencies (e.g. School Nurse, Nessie)

Our NHS Mental Health Practitioner that attends school one day a week and supports both children and parents at Stonehill is **Amy Johnston**. Services she can provide include:

- Group/class sessions with children focusing on a range of subjects including transitions, anxiety and anger
- Parent sessions focusing on a range of subjects including emotional school based avoidance and sleep

If needed, **care plans** from external professionals may be used to guide medical or mental health support.

6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

The school can make referrals to a wide range of services to support the SEND needs of pupils. Services include:

- Speech, language, communication and Autism Advisory service.

- Child Development Centre
- Occupational therapy
- Educational Psychologists
- Speech and Language Therapy Team
- Woolgrove Outreach Team (for learning difficulties)
- SEND officers at Hertfordshire County Council
- Early Years Support Team
- Health Visitors (for children up to 5 years old in our Early Years classes)
- Letchworth Partnership – Family Support Workers
- Children's Services
- Young Carers
- Physical and Sensory Impairment Team
- Early Years Inclusion Specialists
- SEND Specialist Advice and support (0-25 team)
- NESSIE - wellbeing service that can include play and art therapy
- CAMHS / PALMS
- North Herts Primary Support Service (behaviour support)
- Standbyme Bereavement Support

7. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND?

All members of staff have experience of working with pupils with a range of special educational needs. The SENCo attends termly SENCo breakfasts, SENCo forums, and any additional training that is required for the role. Other members of staff receive regular training to support them in meeting the needs of the pupils.

Recent relevant training for individuals/whole staff include:

- Speech and Language communication needs (SLCN)
- Therapeutic Thinking training
- Mental Health lead and Mental Health First Aid training
- Strategies to support ASD pupils in the mainstream classroom
- Persistent Literacy Difficulties Training
- UCAN2 maths assessment and intervention training
- WELLCOMM assessment training
- Attachment issues including ODD
- Technology in assisting children with SEND
- Writing and delivering social stories
- Families First assessments
- Flexible thinking and sensory needs for ASD pupils
- Dyslexia awareness
- Zones of Regulation
- Provision map

- Stand by Me bereavement training

8.HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

At Stonehill, we value strong partnerships with parents and offer a range of opportunities to keep you informed and involved in your child's learning.

All parents are offered:

- **Termly parent consultation meetings** (Autumn and Spring term)
- An **annual school report** (Summer term)
- Levelled reading books using Accelerated Reading scheme that links to their reading ability
- Termly curriculum overviews
- Curriculum **workshops** and learning events
- Positive updates via **Marvellous Me**
- **Differentiated homework** and access to teachers via phone or email during school hours
- **Discussion with class teacher at drop off and pick up**
- Opportunities to **consult on school policies and practices**
- **Home-school communication books** or daily target/behaviour sheets
- **Class pages** on our website with up-to-date curriculum information
- Tea and Talk Termly

We also provide additionally, especially for parents of children with SEND:

- Extra meetings to discuss strategies to support learning at home
- **"Meet the Teacher"** events each autumn to share routines, expectations, and curriculum
- Signposting to local courses and parent training (e.g. Parenting Puzzle)
- Regular sharing of **Pupil Learning Plans** for children with additional needs

9. HOW WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?

The SENCo, class teachers, and Family Support Worker keep individual parents and carers informed about events and information that are directly relevant to their child's needs.

If parents or carers have concerns about their child, they are encouraged to make an appointment with the class teacher or SENCo. Similarly, the school may request a meeting with parents to discuss any concerns that arise. These discussions can be arranged at any time throughout the school year.

During meetings, the school and parents work together to explore concerns regarding a child's learning and progress, and agree on an appropriate plan of action. A follow-up meeting will be scheduled to review the child's progress and adjust support as needed.

In some cases, it may be appropriate for the school to refer a child to external services for additional support. This will always be discussed with parents beforehand, and referrals will only be made with parental consent. Parents are welcome to attend any meetings with external agencies.

Parents of children who are on the SEND Support Register are invited to termly meetings with the SENCo to review their child's progress and plan next steps.

10. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Stonehill School is an inclusive school. We ensure that the individual needs of all our pupils are carefully considered when planning trips, visits, clubs, and other enrichment activities.

Comprehensive risk assessments are carried out for external activities, and appropriate adjustments are made to meet the specific needs of individual pupils where necessary. In consultation with parents and carers, we make reasonable adjustments to enable full participation. This may include, for example:

- Providing additional transport for a pupil who may not be able to complete a walk
- Arranging for an extra adult to accompany a pupil on a residential trip
- Offering additional preparation and planning for a child with medical needs

All extra-curricular activities, such as football, netball, and after-school clubs, are open to every pupil, regardless of their individual needs. Where required, adaptations are made to ensure that all children can take part and enjoy the opportunities on offer.

11. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Stonehill School is fully compliant with the Disability Discrimination Act (DDA), and **our Accessibility Plan** is available to view on the school website.

The Accessibility Plan outlines our commitment to ensuring all members of our school community have access to the curriculum and the physical environment. It sets out our aims and actions to promote inclusivity across all areas of school life.

In addition to physical access, the plan also addresses broader issues such as the positive representation of disabled people in teaching materials and books, and the integration of disability awareness and understanding into the curriculum.

Our teaching and learning environments are regularly reviewed to ensure they remain inclusive and accessible. Where necessary, we make reasonable adjustments to support individual needs. This may include the use of specialist equipment such as writing slopes, adjustable seating, foot supports, or resources for visually impaired pupils.

We work closely with external professionals, including physiotherapists and occupational therapists, to ensure that the provision we offer is tailored and appropriate for each child's specific needs.

12. WHO CAN I CONTACT FOR FURTHER INFORMATION?

Our Special Educational Needs Coordinator (SENCo), **Mrs. Allen**, can be contacted via email or by telephone through the school office. The school's SEN governors are also available and can be reached by email.

For further information about our SEND provision, Mrs. Allen is happy to meet with parents to discuss their child's individual needs. On a day-to-day basis, any immediate concerns or enquiries about a child's learning should be directed to their **class teacher**.

If you are unhappy with the response you receive from the school, our **Complaints Procedure** outlines the steps you can follow. The full **Complaints Policy** is available on the school website.

Additional Resources:

- **Information for Parents in Hertfordshire regarding SEND**: SEN support in education (hertfordshire.gov.uk)
- **SEND Code of Practice (0–25 years)**: SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

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?

Change can be challenging for many children, particularly those with Special Educational Needs and Disabilities (SEND). At Stonehill School, we recognise the importance of carefully planned transitions and provide consistent support for pupils and families throughout their time with us.

The **SENCo** and **Family Support Worker (FSW)** work across all year groups, offering continuity and guidance during key transitions—whether between year groups or when moving to or from another school. The SENCo also maintains strong links with local pre-schools, primary schools, and secondary schools to support smooth transitions.

Transition into Nursery or Reception

When children first join us in Nursery or Reception additional support could include:

- **Home visits** are arranged to get to know the child and their family in a familiar setting.
- **Visits to previous settings** (where appropriate) help us understand each child's background and any specific needs.
- For children with identified SEND, a **multi-agency meeting** may be arranged to ensure that all professionals involved are informed and can plan for a successful transition.

Internal Transitions

Support is provided when pupils move to new classes or work with different staff within the school. This may include:

- **Social stories** tailored to individual children to prepare them for change.
- **Additional visits** to new classrooms and opportunities to meet new teachers and support staff.

Transition to Secondary School

Children in Year 6 are well supported as they move to secondary education. Additional support could include:

- All pupils visit their new schools as part of the transition programme.
- Pupils with SEND may be offered **additional visits** to help familiarise them with their new environment and staff.
- We have strong links with local secondary schools, and pupils in Years 5 and 6 attend events and taster sessions at these schools.

- During the summer term, **secondary SENCos and Year 7 leaders** visit Stonehill to meet with our SENCo and Year 6 pupils.
- We provide detailed information to secondary schools about each child's learning needs, support strategies, and social and emotional profile.
- **SEND records**, both paper and electronic, are securely transferred at the end of the summer term.

Pupils Joining Stonehill Mid-Year

We ensure that new pupils joining Stonehill at any stage are well supported. Additional support could include:

- A **preparatory visit** is arranged so the child can meet their class and teacher.
- A **"buddy" system** pairs the new pupil with a classmate who can help them settle in.
- For pupils with SEND, a **phased start** may be offered, building up to full-time attendance when the child is ready.
- We are happy to offer **home visits** for older pupils joining us where appropriate.

Curriculum Support

Our **PSHE (Personal, Social, Health and Economic Education)** curriculum plays an important role in preparing pupils for changes in school and in life more broadly. It helps to develop resilience, confidence, and emotional awareness, supporting pupils through all stages of transition.

14. HOW ARE THE SCHOOLS RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

The **Governing Body** takes a strategic approach to the allocation of financial resources to ensure high-quality learning for all pupils, including those with Special Educational Needs and Disabilities (SEND). This includes oversight of the **notional SEN budget** and the effective use of the **Pupil Premium** to support eligible pupils.

Where appropriate, the school may apply for **additional funding** to support pupils with exceptional or complex needs, ensuring that tailored support can be provided.

Our **SENCo** works collaboratively with colleagues through **local SEND breakfasts**, sharing best practices and strategies to enhance provision for pupils with SEND. The SENCo also attends meetings to support applications for **High Needs Funding**, helping to secure additional resources where needed to meet pupils' individual requirements.

15. HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The type and amount of support your child receives at Stonehill School is based on their individual needs and is determined in consultation with parents or carers, the school team, and, where appropriate, other professionals involved in providing advice or assessments. Wherever possible, we also involve children in the decision-making process, ensuring their voice is heard.

Support may be provided in a variety of ways, including:

- **In-class support** from Learning Support Assistants (LSAs)
- **1:1 tailored programmes** for specific learning, communication, or emotional needs
- **Small group interventions** focusing on areas such as literacy, numeracy, or social skills
- **Scaffolded tasks** that support pupils in achieving learning objectives through alternative methods, tailored to their individual strengths and needs.

Where ever possible, support is offered within the child's classroom alongside their peers.

For pupils with an **Education, Health and Care Plan (EHCP)**, support will be aligned with the specific provision detailed in the plan. It is the school's responsibility to ensure that the identified support is delivered consistently and effectively.

In cases where a pupil's needs are classified as 'High' or 'Exceptional' and require regular adult support beyond what the school's budget can provide, the school may apply for **additional funding**. Parents and carers will always be fully informed and involved in this process.

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 local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEND on its website

http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/