

SEN Information report – Parkgate Junior School



FULL GOVERNING BODY:	Autumn Term 2025
DATE FOR REVIEW:	Autumn Term 2026

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

The attainment and progress of all pupils is monitored frequently and consistently. The school may identify that a child needs extra help in a variety of ways:

- Through liaison with feeder infant school
- If falling behind age appropriate expectations (This will usually be identified through pupil progress meetings during the year)
- If concerns are raised by a parent/carer
- If concerns are raised by the child
- If concerns are raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- If concerns are raised by external agencies
- If there is a change in the child's behaviour or progress

Additional support will be put in place after discussion with each identified child to check on any areas of difficulty they may have. Parents will be informed of this at Parent Consultations or earlier if necessary. If progress continues to be less than expected, it may be necessary to put in place additional support and a thorough assessment of a child's needs will take place. This will be supported by the SENCO (Special Educational Needs Coordinator: Emma Williams) and includes views of the parents and child concerned. Parents who are concerned that their child may have learning difficulties, should in the first instance talk to their child's class teacher. Where appropriate, a further meeting will be arranged with the SENCO to discuss the best way forward.

2. How will the school support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. Our SENCO oversees all support and progress of any child requiring additional support across the school and provides advice, including referrals to outside agencies if necessary.

The class teacher will oversee, plan and work with each child with SEND (special educational needs and disabilities) in their class to ensure that progress is made. There may be a Teaching Assistant (TA) working with your child (either individually or as part of a group). This may take place either in or out of class if this is seen as necessary by the class teacher. This support could also be extra group or individual support led by a trained adult as part of an outreach service. The regularity of these sessions will be explained to parents when the support starts and they are invited to discuss their support plan. Most interventions take place over 1 or 2 terms.

Our governing body has a responsibility to monitor the school's provision for children with SEND. Their nominated governor regularly meets with the Headteacher and/or the SENCO to review the impact that our interventions are having.

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

A detailed assessment will have taken place which draws on the teacher's assessment and experience of the child, their previous progress and attainment and their development in comparison to their peers. We will also consider the views and experiences of parents as well as the pupils' own views. This ensures that any barriers to learning are identified and that effective provision suited to a child's specific needs is implemented. Class teachers will liaise closely with the SENCO to ensure this provision is effective. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.

Parents are invited to discuss a child's progress against expected outcomes, every term. In addition, we offer an open-door policy where you are welcome any time to make an appointment to meet with the class teacher in the first instance, or the class teacher with the SENCO, to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open.

4. How will the school's approach to teaching and learning be matched to my child's needs?

In the first instance, all children will have access to high-quality teaching, targeted at their areas of weakness. This may be achieved with adaptations to the curriculum and learning environment, such as scaffolding learning, differentiation and additional support in class. Where progress continues to be less than expected, support may be offered through interventions and other SEN provision.

If your child is on the SEND register, they will have a Support Plan which will have targets. These targets are closely monitored by the class teacher and the SENCO and are regularly modified. This is discussed on a termly basis and parents are given a copy of the plan. When providing additional support, the school follows a four-stage graduated approach:



Assess – considering all of the available information from discussions with parents, the child, the class teacher, assessments and any other relevant areas.

Plan – identifying barriers for learning and intended outcomes and detailing additional support that will be put in place to overcome the barriers. Decisions will be recorded on a Support Plan and will form the basis of discussions during review meetings.

Do – providing support and adaptations as set out in the Support Plan.

Review – all of the relevant parties meet to measure the impact of the support provided, and consider whether changes to support need to be made.

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

The school's designated wellbeing and mental health leads are:

Mrs Sarah Pipe (Headteacher): 01923 243905 head@parkgatejm.herts.sch.uk

Miss Emma Williams (SENCO): 01923 243905 admin@parkgatejm.herts.sch.uk

Mrs Sarah Drake (PSHE/ Wellbeing Coordinator): 01923 243905
admin@parkgatejm.herts.sch.uk

All staff have a duty to support children's emotional and social development. An experienced team of teaching assistants support the class teacher in this role. Staff members have received training in Hertfordshire STEPS, mental health and wellbeing, attachment and emotion coaching, equipping them to support children to identify and talk about their emotions and feelings. For those children who find some aspects difficult, additional support will be put in place. This may focus on attachment and developing emotional understanding.

Additional support may be provided for children with specific social, emotional and mental health (SEMH) needs, through Protective Behaviours or with the support of a trained counsellor, for example. In some instances, this will require referring a child to access a specialist support service, especially if your child has complex needs. The school has a consistent behaviour policy, following the Therapeutic Thinking Hertfordshire Steps approach. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' (2015) and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs.

The anti-bullying policy was drawn up with staff and children and is accessible to parents on the school website. As part of the curriculum, the school plans activities during anti-bullying week.

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

All staff attend training, both school based and external. This is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation. Staff members have received training on supporting children with:

- communication and autism needs
- social and emotional needs
- speech and language difficulties
- attachment difficulties
- specific learning difficulties including dyslexia and dyscalculia
- learning delay
- varying medical issues
- developing emotional intelligence and self-regulation
- understanding and managing their behaviour (Herts Therapeutic Thinking)

As part of the local SEND cluster group and DSPL 9 region all members have access to up to date and relevant training related to SEND in order to support the needs of our children.

The SENCO has achieved the National Award in Special Educational Needs Co-ordination.

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

The school has a SENCO who works two days a week, coordinating provision for pupils with SEND and providing advice for teachers to ensure the individual needs of pupils are met. All staff who support children in class or on an individual or small group basis have undergone training to ensure they are competent to deliver programmes of intervention. Specialisms include behaviour support, autism, specific learning difficulties e.g. dyslexia, dyscalculia, literacy and maths interventions, reading interventions and speech and language.

The school works closely with a variety of outside agencies to support the needs of children, including:

- Educational Psychologists conducting statutory assessments for pupils with an EHCP
- Cognition & Learning Advisory Team (was SpLD)
- Hearing Impairment Team
- Visual Impairment Team
- Speech Language Communication and Autism Team (SLC&A)
- Colnbrook advice for children with mild learning delay (MLD)
- Speech and Language Therapy Service (SALT) NHS Herts
- Child and Adolescent Mental Health Services (CAMHs)
- Step2 (CAMHs) ADHD assessments
- School Counsellor
- Chessbrook ESC behaviour support
- Sensory and Physical Impairment Team
- School nurse and wider health professional support
- School Family Worker
- Mental Health Support Team (MHST)

Additional support for parents of children with SEND can be accessed through the SEND Information and Advice Support Service (SENDIASS), here:

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

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

At the point of transition, parents are invited to meet with the SENCO and children with SEND are invited to make additional visits to the school where appropriate. Parents' evenings are held in the autumn and spring term to keep parents fully informed of their child's progress, Support Plans can be reviewed and updated separately. An annual report is written for each child in the Summer Term. Where extra support is being introduced, parents' views are sought. They are invited to come into school to see how this support is delivered and are involved in reviews.

Your child's class teacher may suggest ways of how you can support your child at home with homework and with individual areas of need. The SENCO, Miss Williams, may meet with you to discuss strategies on how to support your child with their specific needs. If outside agencies have been involved, recommendations are normally provided that can be used at home.

9. How does the school enable constructive partnership working with families?

We encourage parents to participate in the wider experience of school life when developing new schemes of work, or when updating policies. We regularly invite parents to join working parties or to join the governing body, where they will have a role in the development of school SEND policy and practice.

Parents of children with SEND are regularly involved in discussions through reviews. We believe in a child and family-centred approach. When children have been identified as having additional needs, the views of the child and the parents together with the views of school staff and relevant professionals are all considered.

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

The school includes all children (including children with SEND) in extracurricular activities and there are a range of clubs on offer. Children with SEND are included on all school trips unless it is not safe to do so. Risk assessments are undertaken to ensure that each child is kept safe from harm and parents are consulted to ensure full participation and active engagement for all. Appropriate provision and reasonable adjustments (such as medical support) will be made where necessary. The school follows the advice of providers and additional staff are deployed where appropriate. External providers are made aware of each child's needs so that they are treated sensitively and appropriately. In some instances, parents/carers may be asked to accompany their child on school trips.

11. How accessible is the school environment?

The school's Accessibility Plan covers the following 3 areas:

- Increasing the extent to which pupils with disabilities can participate in our curriculum
- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer
- Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities

The school is fully compliant with the Equality Act 2010 (please refer to the Equality Policy for detailed information) and reasonable adjustments are made for all children with SEND where necessary. The ground floor of the school building is wheelchair accessible from both entrances, and has accessible toilet facilities. Year groups may be moved to the ground floor to meet the needs of individual children.

Classrooms are adapted to support the requirements of all learners, including making improvements to the environment. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals. The school has various quiet areas around the premises and a quiet room is available at lunchtimes. Children have access to a sensory area in the school and a sensory trail.

12. Who can I contact for further information?

Your first point of contact if you want to discuss something about your child, is your child's class teacher. If you would like to talk to the SENCO, they can be contacted by telephone or by leaving a message with the office. They are available to meet with parents if you have any concerns about your child.

SENCO: Miss Emma Williams 01923 243905 admin@parkgatejm.herts.sch.uk

Headteacher: Mrs Sarah Pipe 01923 243905 head@parkgatejm.herts.sch.uk

SEN Governor: Mrs Julie Rolls-Harper

Herts Local Offer: www.hertsdirect.org/localoffer

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

Parent/Carer Forums through DSPL9 Triage Service: <https://dsplarea9.org.uk/send/>

If you wish to make a complaint, the school has a complaints procedure which is available from the school office. For more information, please view our Complaints Policy here: [Parkgate-complaints-policy-and-procedure.pdf](#)

Special Educational Needs provision complaints:

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints
Postal Point: CHO118
Resources Department
County Hall
Hertford
SG13 8DF
Email: cs.complaints@hertfordshire.gov.uk

Once in receipt of your complaint, the Complaints Manager for Children's Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the School in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior Leadership Team, SENCO and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation.

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

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO will undertake a pre-visit when appropriate.
- If your child would be helped by a book/passport 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 school SENCO and ensure that they know about any special arrangements or support that need to be made for your child. Where possible, 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.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- The SENCO or class teacher will discuss the specific needs of your child with the SENCO of the secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions. In some cases, staff from the new school will visit your child in this school.
- Chessbrook ESC will run transition workshops to support identified 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 SEND budget. This is used for resources to support the progress of children with SEND. This is used to employ some Teaching Assistants and Learning Support Assistants to meet the needs of children with SEND, buy specialist equipment, books or stationery, or provide specialised training for staff.

Top Up High Needs Funding (HNF) is additional funding provided to support inclusion and meet the needs of children and young people with significant needs in mainstream schools and settings with an EHC plan. Local High Needs Funding (LHNF) may be allocated to meet the emerging needs of children and young people and those with complex needs who do not have an EHCP.

15. How are decisions made about the range of support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher, based on available resources. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

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

Details of the Local Offer and where it can be accessed are here:

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

For more information please visit our policies page:

<https://www.parkgatejm.herts.sch.uk/policies/>