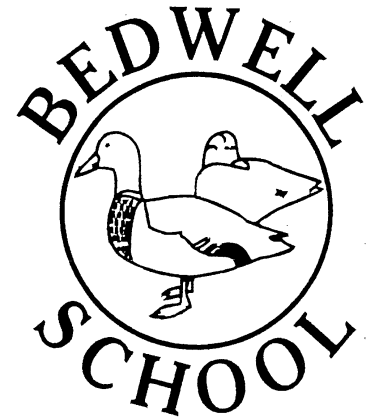


Bedwell Primary School, Stevenage, Herts **SEND information Report 2025-2026**



Welcome to the Bedwell Primary School SEND information report which is part of the Hertfordshire local offer for children with special educational needs and/or disability. The information in this report relates to the regulations detailed in the SEN Code of Practice (2015) which can be found via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Bedwell Primary School is an inclusive mainstream primary school and nursery that admits children from ages 3 -11 years. The school is maintained by Hertfordshire local authority and follows their admissions procedures, details of which can be found at: <https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/primary-junior-and-middle-schools/admission-rules-primary-junior-and-middle-schools/admission-rules-primary-junior-and-middle-schools.aspx>

We would welcome your feedback and future involvement in the provision for children with special educational needs and disability in the school. To do so please come along to one of our coffee mornings (look out for our flyers) or speak to Mr Whitehouse (Bedwell Special Educational needs Coordinator).

This information report answers frequently asked questions you may have relating to what we offer for children who have a special educational need and disability (SEND).

| School Type | Telephone Number | Email | SENCo | SENCo contact |
|--------------------------------|------------------|----------------------------|-----------------------|--|
| Mainstream Primary and Nursery | 01438 351198 | admin@bedwell.herts.sch.uk | Mr Richard Whitehouse | SENCO@bedwell.herts.sch.uk |

| Question | People | Summary of responsibilities |
|---|--|---|
| Section 1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to? | Class teacher Contact by telephone: 01438 351198 email: admin@bedwell.herts.sch.uk or through the school office | <p>You should always discuss any concerns that you have about your child's learning needs or progress with their class teacher first as they know your child well and can comment on any difficulties that they may be having.</p> <p>He/She is responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. We follow a graduated STAGES approach to identifying SEN (See appendix 1) to ensure that we have accurately identified any barriers to learning and learning needs and this is used in conjunction with the assess, plan, do review cycle as per |

| | | |
|--|---|---|
| | <p>Special Educational Needs Co-Ordinator (SENCO) Mr Richard Whitehouse Contact by telephone: 01438 351198 Email: SENCO@bedwell.herts.sch.uk or through the school office</p> | <p>the SEN code of Practice 2015 https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <ul style="list-style-type: none"> • Completing cycles of Assess, Plan, Do, Review (APDR), writing Targeted Learning plans (TLPs) which may be used in exceptional circumstances for a minority of children who have high level learning needs as identified through the EHCP assessment process. • A provision map may be used to record the provision being accessed by students who have significant needs. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND procedures are followed in their classroom and for all the pupils they teach with any SEND difficulties. <p>If your child's needs are more complex and long term, the class teacher will involve the SENCO for additional advice Our School SENCO is Mr Richard Whitehouse. He is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities (SEND), and developing the school's SEND procedures to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: |
|--|---|---|

| | | |
|--|--|---|
| | <p>Learning Support Assistant (LSA) may be allocated to</p> | <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • included in planning ahead for them. <ul style="list-style-type: none"> • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, advisory teachers etc. • Liaising with the Local Authority SEN Department where appropriate • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write Targeted Learning Plans (TLPs) or a provision map, for those children who have high level needs, that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Appointments can be made with the SENCO to discuss your concerns about your child's learning needs. Mr Whitehouse is available in school Monday-Friday and can be contacted by phone. Alternatively, you can email him at any time and he will get back to you within 2 working days when possible. <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your</p> |
|--|--|---|

| | | |
|--|--|--|
| | <p>some pupils with SEN and or disabilities)</p> <p>Head teacher Ms Emma Shaw Contact by telephone:01438 351198 email: admin@bedwell.herts.sch.uk or Head@bedwell.herts.sch.uk or in person via the school office</p> <p>SEND Governor Mrs Annette Keech Contact via email: Anette.Keech@bedwell.herts.sch.uk</p> | <p>child's education, we would prefer that questions regarding your child's learning and progress are, in the first instance, directed to the Class teacher or SENCo.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • You may wish to talk to her if you are unhappy with any aspect of your child's SEND provision and discussion with the class teacher or SENCo has not resolved your concerns. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy which meets the requirements of the Code of Practice. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made available for any child who attends the school who has SEN and/or disabilities. • Making regular visits to the school in order to understand and monitor the support given to children with SEND and to see this in practice first hand. |
|--|--|--|

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Having an overall picture of SEND across the school and sharing this with the governing body. • Being part of the process to ensure your child achieves his/her potential in school. |
|--|--|---|

| Question | What do we do at Bedwell? | What might this look like? |
|--|---|--|
| Section 2. How does the setting / school know if children/young people need extra help? | <p>We track the progress of all our learners daily in class through lessons and tasks and questioning but as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking and use termly pupil progress meetings to look at how the children are progressing, to assess how successful support has been and to plan what things we might need to change to support progress and learning in the future. We follow The Bedwell STAGES approach to SEN and this includes termly cycles of APDR (assess, Plan, Do, Review) as per the SEN Code of Practice, to ensure that we identify learning barriers and needs and provide appropriate support to meet those needs. When concerns are raised the SENCo may use detailed assessments to try to analyse a child's difficulties and will then advise staff on appropriate support strategies.</p> <p>We also use pupil voice whenever appropriate to listen to the views of our learners about how they are doing and how they like to be supported in school</p> | <ul style="list-style-type: none"> • Focussed marking with clear targets • Detailed feedback • Daily marking of books and work completed • On-going assessment for learning • Pupil voice interviews/questionnaires • Termly pupil progress meetings between teachers and senior leaders • Evidence of The Bedwell STAGES approach to SEN and cycles of APDR to identify and support learning needs • Regular discussion between teachers and the SENCo • Assessment by SENCo • Advice may be sought from external professionals |
| Section 3. What should I do if I | <p>Parents are encouraged to speak to the class teacher about any concerns they have.</p> | <ul style="list-style-type: none"> • Class teachers are available to speak to daily at the end of the day |

| | | |
|---|---|--|
| <p>think my child/young person may have special educational needs?</p> | <p>If you have concerns about your child's progress you should speak to your child's class teacher initially as they work with your child on a daily basis. You can do this at any time and shouldn't wait for parent/teacher evenings to express your worries. Where the issues are more complex or long term, your concerns will then be passed to the SENCo/head teacher</p> <p>Appointments with the SENCo can be requested via phone or email or in person at the school office. (<i>contact details above in section 1</i>).</p> <p>If you are not happy with the support and progress of your child please do not hesitate to bring your concerns to the attention of the SENCo or head teacher or if your concerns have not been resolved you can escalate these via the school complaints procedures.</p> | <ul style="list-style-type: none"> • Home school books • SENCo available Monday-Friday via appointment or through email • Head teacher available via appointment • Parent teacher evenings 2x per year • For further information regarding making a complaint, please see the school's Complaints Policy on the school website. |
| <p>Section 4 How will school staff support my child/young person?</p> | <p>Having assessed and identified needs, we seek to match provision to need. In the first instance, Class Teachers plan their lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted or differentiated in order to enable your child to access their learning as independently as possible.</p> <p>In more extreme cases, children may require additional SEN support. The teachers will follow the Bedwell STAGES approach to SEN to ensure that needs are identified and appropriate support is given. They will then follow a cycle of Assess, Plan, Do, Review (APDR) to address the identified needs. During the review stage, school staff will use evidence to decide whether the needs have been met. If there is no longer an identified need, the child</p> | <ul style="list-style-type: none"> • Graduated response to SEN (Assess, Plan, Do, Review cycle) • Quality first teaching -good or better delivered daily in the classroom • High aspirations for all children • Appropriate differentiation of tasks • Grouped support/Individual support for learning • Intervention programmes to supplement classroom learning • Adapted/additional resources • Use of alternative recording • Use/access to ICT to support learning |

| | | |
|--|---|--|
| | <p>will exit the APDR cycle for SEND. Alternatively, it may be necessary to complete a further cycle of support. The APDR cycle will be shared and discussed with you and your child/young person (if appropriate).</p> <p>When school based support is not sufficient, External agency advice may be sought and a Targeted Learning Plan (TLP) may be created to address specific learning needs. When a number of different agencies are involved the school family worker may work with you to undertake a Families First Assessment to ensure a cohesive approach to planning and delivering a range of support. In rare cases for very complex needs, an Education, Health and Care Plan (EHCP) - formerly known as at Statement of SEN- may be requested from the local authority.</p> <p>In all instances we define the expected outcomes of intervention and then monitor the impact through the APDR cycle, regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors.</p> | <ul style="list-style-type: none"> • Individual timetables • Pastoral support programmes • APDR cycle information • External agency support/advice • Families First Assessment process • EHCP process and reviews • Monitoring of intervention impact • Tracking of pupil progress • For further details of support available see whole school provision map- available on school website |
| <p>Section 5. How will I know how my child is doing?</p> | <p>Your child's progress is continually monitored and celebrated by his/her class teacher who will have high aspirations for all children within their care. His/her progress is reviewed formally every term and is recorded in central data tracking systems and then discussed at pupil progress meetings. Parent/teacher consultation evenings are held in the autumn and spring terms whereby your child's progress will be shared with you. In the</p> | <ul style="list-style-type: none"> • Parent/teacher consultations • Annual written report • Home school book • Letters/certificates sent home • Pupil voice questionnaires • Parental feedback questionnaires • TLP planning and review meetings |

| | | |
|--|--|--|
| | <p>summer term a written report is sent home detailing progress and next step targets.</p> <p>Children with a high level of identified additional needs will follow the APDR cycle and in exceptional circumstances may have a TLP which will be shared and reviewed with you on a termly basis. The views of Parents/carers regarding how their child should be supported are sought and discussed and in addition, where appropriate, we will seek the views of the child/young person as a central part of the support process.</p> <p>The progress of children with an Education Health & Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.</p> | <ul style="list-style-type: none"> • Annual review of EHC plans • Additional meetings as required • Sharing of APDR documents. |
| <p>Section 6</p> <p>How will the learning and development provision be matched to my child/young person's needs?</p> | <p>Differentiation is embedded in our curriculum and practice. All staff plan lessons which are adjusted or differentiated according to the needs of the children in their class. Such differentiation may involve changes to the task or the outcome required, use of different equipment and resources, alternatives methods of recording answers etc. Differentiation is designed to allow pupils to access tasks at a level which is appropriate for them whilst still maintaining independence. A child's needs are carefully assessed and then appropriate adjustments are planned to ensure the needs of the child are addressed and that the task is accessible to them. The success of the adjustments are then reviewed on a regular basis and changed as required.</p> <p>In exceptional cases, when children have more complex needs, we have developed an individual or personalised curriculum which</p> | <ul style="list-style-type: none"> • Appropriate differentiation of tasks in terms of what is required or by outcome • Adapted environment • Use of sensory room to reduce sensory anxiety • Use of writing/speaking frames • Adapted/additional resources • Coloured overlays • Symbols to access written text • Word banks, ACE dictionaries • Use of alternative recording • Use/access to ICT to support learning • Individual timetables |

| | | |
|---|--|--|
| | meets the needs of the child more effectively. This is created through discussion with parents/carers and external agencies, to ensure that the provision is appropriate. | <ul style="list-style-type: none"> • Intervention programmes to supplement classroom learning • Pastoral support programmes • External agency support/advice • Grouped support/Individual support for learning • For further details of support available see whole school provision map- available on school website |
| Section 7 What support will there be for my child's/young person's well-being? | All of our staff are trained to provide a high standard of pastoral support. We also have a number of highly skilled staff who are able to provide a range of well-being support programmes which help to raise self-esteem and confidence. In addition, the school buys in the services of external agencies such as counsellors and therapists who are able to work with children in groups or individually. The school runs a number of programmes to support some of our more vulnerable learners with the development of social skills and emotional understanding This includes lunch time games and activity clubs which focus on turn taking, sharing and playing together; Protective Behaviours, Drawing and Talking and Block building therapy. Relevant staff are trained to support medical needs and in some cases all staff receive training to ensure quick responses if required. We have a medical policy in place and follow health care plans which are created by medical professionals who are working with a child and their family. Our Behaviour Policy, which includes guidance on expectations, rewards | <ul style="list-style-type: none"> • Embedded behaviour policy with golden time rewards and graduated sanctions. • Established breakfast club • A range of extra-curricular activities • Access to family support worker for parents and children • Families First Assessment/Team around the Family(TAF) approach • Protective Behaviours groups • Friendship groups • Happy to Be Me • Drawing and Talking • Block building therapy • SEAL activities/circle time • Lunch time clubs • Social skills groups • School council forum |

| | | |
|---|---|--|
| | <p>and sanctions is fully understood and adhered to by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our practice and we use the school council and pupil voice activities to gain feedback from our learners.</p> | <ul style="list-style-type: none"> • Pupil voice questionnaires/interviews • School counsellors/therapists • Health care plans monitored and reviewed • First aid trained staff • Additional medical training for staff when required for certain conditions • Regular contact with attendance improvement officer • For more information on school behaviour expectations, please see the Behaviour Policy on the school Website |
| <p>Section 8 What specialist services and expertise are available at or accessed by the school?</p> | <p>Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with a range of professionals in health, education and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of intervention in terms of effectiveness.</p> | <p>Directly Funded by school:</p> <ul style="list-style-type: none"> • Speech and language therapy assistant • Counselling/therapy services • Family support worker <p>Funded by Local authority but delivered in school</p> <ul style="list-style-type: none"> • Educational Psychology service -EP • Advisory teacher service SENSAS • Tiered behaviour service including outreach from Larwood School • Education Support Centre (ESC) outreach • Specific Learning Difficulties team (SPLD) support • Outreach from Woolgrove/Greenside Academy for cognition and learning difficulties |

| | | |
|---|---|---|
| | | <ul style="list-style-type: none"> • Parent partnership service SENDIASS (to support families through the SEN processes and procedures) • Accessing services and support from DSPL2 (Developing Special Provision Locally) provision. • ASK Salli support line for complex cases. <p>Health and Medical</p> <ul style="list-style-type: none"> • School nurse • Speech therapist • Child and Adolescent Mental Health Services (CAMHS) • Occupational therapy • Physiotherapy • Professional training for school staff to deliver medical interventions |
| <p>Section 9 What training have the staff who are supporting children and young people with SEND, had or are having?</p> | <p>Our Special Needs Coordinator (SENCo) is a qualified teacher fulfilling the requirements laid out in the SEN and Disability Code of practice 0 to 25 (2015). He regularly attends training courses to ensure that his knowledge is current and up to date. Part of the SENCO's job is to support the class teacher in planning for children with SEND and as part of this role he organises and on occasions delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. There is a school SEND handbook which supports staff through</p> | <ul style="list-style-type: none"> • National Award for Special Needs Co-Ordination. (NASENCO) • SENCO induction training. • Designated Safeguarding Lead Training. • Attachment Aware and Trauma informed, train the trainer sessions. • Communicate in Print training • Hearing impairment training • Medical training for Epipen • Dyslexia friendly classrooms |

| | | |
|--|--|---|
| | <p>the APDR cycle; directs staff to appropriate assessment and evidence based information collection; provides information about a range of Special educational needs and signposts staff to specific support organisations, information and websites to develop their understanding. The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD advisory service, or medical/health training to support staff in implementing health care plans.</p> | <ul style="list-style-type: none"> • Dyslexia awareness • Nurturing practice. • Herts steps behaviour management • Autism training. |
| <p>Section 10 How will you help me to support my child's learning?</p> | <p>We actively encourage you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. Additional support will be discussed with you and we will give you resources and ideas which could be used to support learning at home.</p> | <ul style="list-style-type: none"> • Home/school agreement • Home/school book • Games to play • Resources to use at home • Individualised/differentiated homework • Homework club to ensure adult support |
| <p>Section 11 How will I be involved in discussions about planning for my child's education?</p> | <p>The class teacher, SENCO or Head teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. If additional SEN support is believed to be necessary to support your child's learning, we will invite you into school for an initial meeting where we can gain your views and</p> | <ul style="list-style-type: none"> • SENCo appointments • Regular access to class teacher • Assess, Plan, Do, Review cycles shared with parents. |

| | | |
|---|--|---|
| | <p>opinions about how your child should be supported at school. If your child has a TLP, you will be invited into school at least termly to discuss progress, provision and support. When external agencies are involved, you will be invited to meet them so that you can be part of the discussions regarding support. The SENCo will then go through the written professional reports with you if required to ensure that you fully understand the contents. When there is multi agency involvement a Families First Assessment may be required and you will be invited to all meetings to ensure that you are fully informed. The school may suggest the SENDIASS organisation to help support you through the SEN processes and procedures.</p> | <ul style="list-style-type: none"> • Meetings at least termly to discuss support and to set/review TLP • Parent/teacher consultation evenings • Meetings with external professionals • Families First assessments/TAF support /meetings • Signposting to relevant services and agencies • SENDIASS |
| <p>Section 12 How will my child be included in activities outside the classroom including school trips?</p> | <p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is given to ensure needs are met; this may include meeting with parents/carers to complete risk assessments and to problem solve potential issues if appropriate. There is always a high adult : pupil ratio made up from familiar, trained school staff and pupils may be given one to one support if this is appropriate. We regularly audit our extra-curricular clubs to ensure participation and we actively encourage children to attend through positive promotion of activities.</p> | <ul style="list-style-type: none"> • Regular opportunities to attend a wide range of school clubs covering a variety of interests • Audit of school clubs to ensure participation • Regular school trips • Individual risk assessment planning • High adult :pupil ratio, 1:1 support if required • Pre-trip visits by school to check access arrangements and to discuss needs with staff at the venue |
| <p>Section 13</p> | <p>We value and respect diversity in our setting and do our very best to meet the needs of all our learners. The school is a single storey</p> | <ul style="list-style-type: none"> • Full wheelchair accessibility |

| | | |
|--|---|---|
| <p>How accessible is the school environment?</p> | <p>building without steps on site. It has wide doorways and corridors and so is fully accessible for wheelchair users and/or users with physical disabilities. There are disabled toilet facilities on site and disabled site users are allowed access to the school car park where there is a designated parking bay.</p> <p>The school's public areas are labelled using symbols and classrooms use symbols extensively to label areas and equipment to ensure access for those with communication difficulties.</p> <p>The school is able to source translation/interpreter services for families who have English as an additional language (EAL), if required.</p> | <ul style="list-style-type: none"> • Use of symbols to create a communication friendly environment • Translator available for meetings • Document translation available • Ear defenders and other sensory supporting equipment available for sensory needs. • Sensory room • The school's Accessibility Plan is located on the school Website |
| <p>Section 14 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?</p> | <p>We have robust transition arrangements in place when welcoming new learners with additional needs to our setting. Where possible, school staff will visit pupils in their current setting before they move to our school so that we can see and discuss support arrangements and provision. We will meet with parents/carers to discuss the child/young person's needs and how we can best support them. A phased integration programme may be put in place to ease transition arrangements and anxieties.</p> <p>We have very good relationships with all our feeder settings and will visit children within these settings so that we can plan for their needs before arrival. The local feeder settings are also encouraged to bring their children to visit.</p> <p>When our students move on to new settings, staff pass on extensive information and will seek a meeting with the SENCo of the receiving school as early as possible so that support can be planned. Some of our pupils access transition programmes which</p> | <ul style="list-style-type: none"> • Meetings with new parents • Taster sessions within school • Liaison with feeder settings or staff from previous school • Observation at feeder/previous setting • School staff attend Early support meetings/TAF meetings/ professional consultations to ensure smooth transition • DSPL2 transition programme • Individual transition plan including additional school visits • Transition books • Extensive sharing of information • Phased integration if appropriate |

| | | |
|--|---|---|
| | are arranged in partnership with DSPL2 or if more support is required, arranged directly with the receiving school. | |
| Section 15 How are the school's resources allocated and matched to children's special educational needs and disabilities? | <p>The school budget includes money for supporting children with SEN.</p> <p>The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected. The school leadership team then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. Budgets are closely monitored and aligned to the school improvement plan.</p> <p>If a child's needs are very complex we may agree to apply for an EHC Needs Assessment (EHCNA) for a potential Education Health Care Plan). If agreed, the plan will be a legal document which sets out your child's needs and the resources required to meet them. The plan will be banded using the local authority banding tool and additional local authority funding will be allocated to plans that fall into bands 2 and above.</p> | <ul style="list-style-type: none"> • Budgets aligned to school development priorities • Budget for SEN set by head teacher and approved by governors in relation to current needs and an understanding of where additional support is required. • Additional LA funding for EHCP's at Targeted + and above • Application for personalised commissioning as part of TAF process. • Application for Local High Needs Funding (LHNF) for children who do not have an EHCP and an EHC Needs Assessment has not been submitted. |
| Section 16 How is the decision made about how much | Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action. This action follows the | <ul style="list-style-type: none"> • Termly Assess, Plan, Do, Review process employed to ensure appropriate provision |

| | | |
|---|---|--|
| <p>support my child will receive?</p> | <p>cycle of assess, plan, do, review to ensure that support meets the needs of the learner and progress is made.</p> | <ul style="list-style-type: none"> • Support reviewed regularly with school staff, parents, child and external professionals and changed if required. • Impact assessment of all interventions to ensure they are working appropriately |
| <p>Section 17 How can I find information about the local authority's offer of services and provision for children and young people with SEND?</p> | <p>As part of the SEN and Disability Code of practice 0 to 25 (2015) the Local Authority is also required to produce their local offer detailing what support is available for children and young people with SEND and what services can be accessed across the county.</p> | <p>Hertfordshire's local offer can be accessed via https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</p> |