



St John's Infant and Nursery School

SEND Information Report

Statement of Intent

The Poppy Academy Trust is committed to improving the life chances of all our children. We will nurture a passion for learning to enable them to thrive in an ever-changing world.

We have shared values across the Trust which we teach explicitly and throughout the curriculum to the children. At our Church school, these values are rooted in our Christian ethos and distinctive Christian character.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

SEND Information Report	
Written by:	Laura McManus
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Approved by:	SEND Governor
Date:	October 2025
Review frequency:	Annually
Target Audience:	All stakeholders

Our Local Governing Bodies are dedicated to the promotion of high standards of educational achievement. We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

<p>1.</p>	<p>How does the school know if children need extra help and what should I do if I think that my child may have special educational needs?</p>	<p>A child may already have an identified need when they join us. They may have a support plan or Educational Health Care Plan.</p> <p>At St John’s we implement a graduated approach to identifying needs as detailed in our Inclusion Policy. Class teachers have a good awareness of special needs, through training in staff meetings / training days, internally and externally, led by a variety of professionals.</p> <p>Children are encouraged to seek help whenever they are worried about anything in school. All members of staff work to build strong connections with pupils so that they feel able to discuss any concerns that they might have.</p> <p>Observation, learning conversations, questioning and listening to children, are essential classroom practice, through which children’s additional needs may be identified – any concerns will be discussed with the SENCo.</p> <p>Class teachers meet with the Senior Leadership Team (including the SENCo) at least termly, for a ‘pupil attainment and progress meeting’. Every child’s progress (academic and social) is reviewed, concerns/needs are considered, and possible strategies talked through.</p> <p>Where progress has not improved over an agreed period of time, or if additional provision is needed, parents will be consulted and an assessment for SEND support will be offered. The SENCo, in consultation with parents and carers, will raise concerns with relevant agencies and make the necessary referrals to those services. We aim to involve all stakeholders in the assess, plan, do, review process.</p> <p>We have an ‘open door’ policy. If you have any concerns about your child’s development (academic, social or emotional), we encourage you to phone or email the school office to make an appointment to meet with us.</p>
<p>2.</p>	<p>How will school staff support my child?</p>	<p><i>‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching’.</i> (SEND CoP 0-25 2014)</p>

Teachers are responsible for the progress and development of all the children in their class. Quality first teaching is a key priority at Poppy Academy Trust. School staff also support children in a variety of ways, and these are set out on class provision maps.

Support may be through:

- Adaptations of high quality first teaching and learning (use of modified resources and specialist equipment, if needed).
- Reasonable adjustments may be made to classroom practice e.g., individual visual timetables, frequent movement breaks.
- Precision teaching – teaching to fill specific gaps in children’s learning.
- Small group interventions.
- Additional one-to-one interventions with Learning Support Assistants (LSAs) or One to One tutors.
- Additional adult support in class.
- One to one support through exceptional needs funding.
- The involvement of external agencies working directly with children or with school staff to support them working with that child.
- As part of a support plan (developed with and agreed by parents), additional targeted intervention may be delivered by a teacher, teaching assistant, learning support assistant, the play therapist or another professional. Support, advice and training for teachers, teaching assistants and learning support assistants is provided in response to needs identified through this process.
- The SENCo oversees, coordinates, monitors, evaluates and shares best practice in provision.

Mrs S Frais is our named governor for SEND - she specifically monitors SEND provision.

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

Parent meetings (face to face) are held in the autumn and spring terms. A report is sent home in July each year, written by the child’s class teacher.

Parents, and wherever appropriate, the child, are invited to regular meetings with the Special Educational Needs Coordinator at various points throughout the year.

		<p>Brief, informal meetings between parents of children and classroom staff may take place more often. The office staff will make appointments for any longer meetings.</p> <p>Open afternoons to celebrate all children's work may take place at times throughout the year following a themed week or special event.</p> <p>If external agencies are involved, parents are given regular updates and copies of any reports that are produced.</p> <p>Any parent with queries about their child's learning and achievement can request a meeting with their child's teacher or member of the Senior Leadership Team.</p>
<p>4.</p>	<p>How will the learning and development provision be matched to my child's needs?</p>	<p>Learning is matched to children's needs through quality first teaching.</p> <p>Through effective formative assessment teachers know children's strengths and needs and make reasonable adjustments e.g. resources, use of the outdoors, pre-teaching vocabulary and concepts, the use of technology or any additional support agreed at SEND support meetings. Live marking enables teachers and LSAs to identify specific learning needs and targets for individual children, whilst explaining these targets to the child in that moment.</p> <p>Progress over the previous term is reviewed at each SEND Support Planning and Review meeting. Targets are set for the next term and appropriate provision is planned. Meetings are attended by the SENCo, class teacher, parents and child (wherever appropriate).</p> <p>Termly Pupil Progress Meetings allow the Senior Leadership Team and class teachers to plan provision to meet individual needs and narrow any gaps in their learning.</p>
<p>5.</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At The Poppy Academy Trust we believe that a child's emotional well-being is fundamental to successful learning and overall development.</p> <p>Our Personal Development curriculum is delivered through every aspect of school life and includes PSHE whole class sessions (based on the PSHE Association programme of study, which include relationship and sex education).</p> <p>Our values based system forms an integral part of our curriculum. In this way, we are able to focus on the whole child's development. This is fundamental to our Trust's ethos.</p>

Specific praise and encouragement are given both in and out of class, identifying positive actions and behaviours wherever appropriate and as often as possible.

We focus on the use of 'Zones of Regulation'. The **Zones of Regulation** is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.

Each classroom has a reflection area which provides a calm and safe space for children when required.

Achievements in and out of school are celebrated with the whole school during Friday assemblies.

All children in Early Years and Key Stage 1 have access to free fruit or vegetables during break time.

We work with parents to ensure that children with medical needs have the appropriate care whilst minimising disruption to their learning.

Pupils are involved in decision-making and share their views regularly. They may also be involved in action groups. Their views are sought through pupil voice and discussions with staff and governors. Pupils voice is a key element of our behaviour policy.

There are many opportunities for learning to take place outdoors and offsite e.g. school trips, sporting events, joint events with other local schools. Themed weeks, a range of workshops and visiting theatre groups, sports people, musicians and artists are examples of ways in which the curriculum is enriched.

We offer a range of clubs and enrichment opportunities such as choir, art, fencing, football and individual music tuition.

The school has a play therapist who works with children on an individual basis where a need has been identified, following a meeting with and the agreement of, parents. They work with individuals and with groups of children when the need arises.

		<p>South West Herts Partnership family support workers and the DSPL (Delivery of Specialist Provision Locally) triage team provide advice and additional support for families of children with additional needs.</p> <p>Occasionally, children have a behavioural support plan to reduce risk of exclusion and continue to promote positive behaviour within our schools. All staff have had STEPs training which is used in Individual Risk Management plans for children requiring additional support.</p> <p>The school has a high number of qualified paediatric first-aiders. A named first-aiders is on call at all times. Key staff have additional training, where needed, to ensure we are meeting individual's medical needs.</p> <p>Medication is stored and administered in line with the statutory guidance - 'Supporting Pupils at School with Medical Conditions' (April 2014, updated Jun 2014). Individual Health Care Plans are put in place wherever needed.</p> <p>There is a Designated Senior Lead for Child Protection and also two deputies for this role. All staff attend annual Child Protection training and half-termly updates.</p> <p>First Aid lessons for children form part of the PSHE curriculum for 2021-2022 onwards.</p>
6.	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The SENCo liaises with a range of external agencies such as:</p> <p>Educational Psychology Service (Currently only for children with EHCP's)</p> <p>Specific Learning Difficulties Advisory Team (Currently under review)</p> <p>School Counselling Service</p> <p>Colnbrook School</p> <p>Chessbrook School</p> <p>DSPL9 Partnership</p> <p>Communications and Autism Team</p>

Speech and Language Therapists
 Sensory Impairment Team
 Occupational Therapists
 Physiotherapists
 DSPL9 Triage Team
 School Nurse
 Well-Being Practitioners
 Paediatricians
 CAMHS
 Family Support Workers (SWHP)
 Building a future therapy service

Where a number of services are supporting the school, children and their families, it may be appropriate to instigate a CAF (Common Assessment Framework). In this instance, meetings are held regularly with specific, timed targets to ensure services have as much impact as possible in supporting individual's and family's needs.

7. What training do staff supporting children with SEND have?

Teachers, teaching assistants and learning support assistants consistently reflect on practice and continually develop their knowledge and understanding of SEND through formal and informal training and reading.

Staff attend a wide range of training to support children with a variety of SEND needs. Including: safeguarding, playtime games training, Herts Steps and training that covers a wide range of Adaptations for pupils with a variety of needs.

The Head Teacher attends County updates which includes all current training/legislation about pupils with SEND and the services available.

The Special Needs Coordinators attend termly SEND training sessions to ensure that the school is up-to-date with all key SEND information.

		<p>Professionals from many services communicate directly with school, including those from specialist school. Where necessary, they will visit classes, to give specific, targeted support to ensure we are meeting individual's needs.</p> <p>All teaching staff attend SEND staff meetings each year.</p> <p>The SENCo has completed the National Award for SEN Coordination (NaSENCO), as part of in-depth training.</p>
8.	<p>How will you help me to support my child's learning?</p>	<p>Parent information evenings, taster mornings and home visits give parents an opportunity to talk with staff and to begin working together even before their child's first day in the Reception class.</p> <p>We invite parents to curriculum sessions and workshops to support parents in helping their children at home e.g. maths, reading, phonics.</p> <p>During the summer term open afternoon, we invite parents to school to share some of the work and learning from the year. Parents and grandparents are also encouraged to volunteer in school!</p> <p>SEND support plans include strategies for home and school which are discussed and agreed.</p> <p>Where a pupil has identified SEND needs they will have more detailed discussions with the SENCo on a termly basis.</p> <p>Children from Reception to year 2 receive regular home learning to reinforce what is being learnt in school.</p> <p>A school based family worker (from the South West Herts Partnership) can be made available, to support with parenting challenges and to signpost classes, courses and other opportunities in the local area.</p> <p>We access the DSPL Area 9 services which has an excellent triage system to help and guide parents in accessing the specialist support needed.</p> <p>Parents of children with a CAF have meetings at least once a term with the SENCo or Inclusion leader and other services.</p>

9	<p>How will I be involved in discussions about child's education?</p>	<p>Parents are involved in many ways such as: 'assess plan do review process' as soon as concerns have been raised parent meetings in autumn and spring terms offer further opportunities to meet with staff support plans / provision meetings TAF meetings (team around the family) EHC planning meetings</p> <p>Where a SEND Support Plan is in place, parents meet termly with the class teacher, SENCo and the child wherever appropriate. Where external agencies are involved, parents are invited to come into school to discuss specific needs with the SENCo and representatives from the service. The Family Support Worker will support parents and children at home or at school when appropriate.</p> <p>Parents are always welcome to come in and discuss their child's progress and discuss decisions and planning for their child's education.</p> <p>If you are worried or unhappy about your child's provision, please contact the SENCo (Mrs McManus)</p>
10	<p>How will my child be included in activities beyond the classroom including school trips?</p>	<p>A range of clubs are run during lunch time and after school and are open to all children. Some are run for particular year groups; others have no age limits – depending on the activity.</p> <p>Steps are taken to ensure that all children are included in relevant trips/activities beyond the classroom unless doing so would endanger either themselves or others. We consider any potential barriers to children taking part and make effective arrangements for any trip to be fully inclusive e.g. an extra adult to support a child.</p> <p>Risk assessments (both general and specific) are carried out.</p> <p>Staff and parents work closely together to ensure that children with SEND are able to fully access the wider curriculum opportunities both in and out of school. Parent consultation is at</p>

		the centre of discussions and their support often enhances our ability to offer opportunities to all.
11	How accessible is the school environment?	<p>The schools are fully compliant with the Equality Act and adaptations are made for all children with SEND where necessary. St Johns is a single storey building, with one 'mobile' classroom. Both buildings are accessible to wheelchair users and there are disabled toilets in the main building.</p> <p>For children and parents for whom English is an additional language, we have a buddy system, additional resources to support children who are not yet fluent in English and make arrangements for translators at formal meetings wherever possible.</p> <p>Teachers use a range of approaches to deliver our inclusive curriculum.</p> <p>Specialist equipment is provided where appropriate and advice is sought from the appropriate medical/ health professionals to ensure all children's health and physical needs are catered for within the school environment.</p>
12	Who can I contact for further information?	<p>Key information can be found on the school website.</p> <p>The school office is open from 8.30 am to 3:30 pm each day. Please call us on 01923 856594 (messages can be left on the school answerphone out of school hours) or email us at admin@stjohnsradlett.herts.sch.uk to talk to us or to make an appointment to meet with us.</p>
13	How will the school prepare and support my child to join the school, transfer to a new school?	<p>We work closely with parents, previous and new schools and external agencies to support smooth transition at these important times:</p> <p>JOINING RECEPTION Pre entry meetings (often with external professionals and link pre school /infant school)</p> <p>JOINING DURING THE SCHOOL YEAR (IN-YEAR)</p> <p>Children joining St Johns at other times are given a buddy from their new class to help them to familiarise themselves with the school and to settle in.</p>

Transitions are personalised wherever needed – e.g. a staged transition, visiting school for short periods of time initially, building up to full time, a transition book or video, an opportunity to visit the school out of school hours to familiarise themselves with the building.

Information from a child's previous school is shared with us. Where SEND Support or an EHCP (Education Health Care Plan) is in place, views of parents, the child and the previous school will be sought and a meeting will be held with parents (and the child if appropriate) to review this so that appropriate provision can be put in place as quickly as possible.

MOVING UP TO THE NEXT CLASS

A 'class swap' session to meet their new teacher and teaching assistant before the end of term is arranged. Teachers meet to 'hand-over' ie. discuss individual strengths and needs of all children in the class.

Some children need a more personalised transition – which may include:

a personalised transition book, with photos of their new staff and classroom, which are shared with the child and their parents – and taken home.

additional visits to the new classroom

a visit to the new classroom to meet with new staff before the beginning of term

involvement in designating and personalising their 'safe space'

opportunities to talk about any worries with a key adult

MOVING ON FROM ST JOHNS

Relevant information is shared with the new school. If a child has an SEND Support Plan or EHCP, personalised transition is discussed and planned with the new school. If children attend sessions with the school counsellor, transition may include a number of sessions with her in the new school at the beginning of the next year if the school is local.

		Where the transition is mid-year a trusted adult is available to talk through any worries and a 'farewell' to classmates is planned- to give closure for the child and their classmates.
14	How are the school's resources allocated and matched to children's special educational needs?	<p>Our schools aim to narrow gaps in all children's learning and to ensure children make as much progress as possible. Individual children's needs are identified through a range of opportunities.</p> <p>The allocation of the delegated budget for SEND is agreed, following discussions between the Senior Leadership Team and the Governors.</p> <p>Children's needs are central to allocation of resources. The SENCo and SLT review the effectiveness of the interventions to ensure that the schools are implementing those which have the most impact.</p> <p>'High Needs Funding' may be allocated by the local authority through their newly introduced 'descriptors of need' for Educational Health Care Plans – to partially fund support and interventions identified in the plan. Funding may ONLY be used for this purpose.</p> <p>Children without an EHCP may be entitled to 'Local High Needs Funding' which can be applied for by the school. This system is designed to provide schools and setting with short term funding to meet needs.</p>
15	How is the decision made about how much support my child will receive?	<p>Provision is carefully matched to children's individual needs. Decisions are made in consultation with parents, the child (wherever appropriate), the SLT (including the SENCo) and class teacher and in some cases, external professionals.</p> <p>Provision is reviewed regularly</p> <p>We aim to develop independence for ALL of our children as this is paramount for the child as they get older and become young adults.</p>
16	How can I find information about the local authority's Local Offer of services and provision for children	Hertfordshire County Council's Local Offer can be accessed on line at https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

and young people with special educational needs and disability?

In addition to this, there is a very valuable, solution-focused triaged directory of support and services in our local area (Three Rivers, Watford, Bushey and Radlett) which can be accessed at dsplarea9.org.uk. There is also a 'Facebook' page www.facebook.com/DSPLArea9, Jan Crook, the triage lead can be contacted directly on 07715 415894 or by e-mail: jancrook@dspl9.org.uk

