



**Bernards Heath Junior School**

**Interim Headteacher: Mrs Hayley Gilbert BA (Hons) QTS NPQH**

**Chair of Governors: Mr J Hazlehurst**

**SEND Information Report  
2025-2026**

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# Bernards Heath Junior School

## SEND Information Report 2025-2026

### Introduction

Welcome to our SEND Information Report. This report explains how we put our SEND Policy into practice and how we support children and young people with special educational needs and/or disabilities at Bernards Heath Junior School. Our full SEND Policy is available on [our school website](#).

We are committed to developing this report in partnership with parents and carers, staff, and our pupils. As part of this ongoing process, we will be inviting feedback and contributions from all groups to help shape future versions.

We always welcome any questions and suggestions about the SEND Information Report, so please do not hesitate to get in touch.

### Our Inclusive Approach

At Bernards Heath Junior School, we are committed to meeting the needs of every pupil. Guided by our motto, “*knowing every child*”, we take a whole-school approach to Special Educational Needs and Disabilities (SEND). This means understanding each pupil as an individual and ensuring that all children are valued, supported and able to participate fully in school life. Our provision is shaped around pupils’ diverse and sometimes complex learning needs, with staff working together to set appropriate learning challenges and remove barriers to progress.



As an inclusive school, we believe that every child—regardless of ability, background or ethnicity—has the right to access a broad, balanced and ambitious curriculum. We aim to create an environment where all pupils can thrive, feel a sense of belonging and have the opportunity to reach their full potential.

We work in partnership with families, external professionals and the local authority to ensure that our SEND provision reflects best practice and meets statutory requirements.

### About Our School

The following information summarises the current SEND data at BHJS, showing how our levels of SEND compare with national and local averages and outlining the types of needs within our school community.

Current SEND Data	England (January census 2025)	Hertfordshire (Sept 2025)	BHJS (November 2025)
The percentage of pupils with SEN	19.5%	18.5%	15.5%
The percentage of pupils with an EHC plan	5.3% Primary- 3.5% Secondary- 3.1%	4.3%	3.4%
The percentage of pupils with SEN support	14.2% Primary- 14.8% Secondary- 13.4%	14.2%	10%
The percentage of pupils being monitored for SEN	(Not available)	(Not available)	17%
Most common type of need for those: - With an EHCP - With SEN support	- Autistic Spectrum Condition - Speech, Language and Communication needs	(Not available)	- Social, Emotional & Mental Health/Autism Spectrum Condition - Social, Emotional & Mental Health

## 1a How does BHJS know if children/young people need extra help?

We identify children with SEND using a range of information and approaches, beginning with:

- **Transition information** from our feeder infant school or previous setting and any professionals already involved with the child and their family. Any child who has already been identified as having Special Educational Needs (SEND) will be discussed during the first half term of entry and appropriate provision put into place.
- **Early concerns or emerging needs** raised by parents/carers or staff, followed by an initial discussion with the class teacher (and the child where appropriate).
- **Pupil voice**, gathered through conversations, reviews and observations, including for children who communicate non-verbally.
- **Assessment information**, including progress data, screening tools and specific assessments that highlight barriers to learning.
- **Professional judgement and observation**, for example noticing difficulties linked to behaviour, self-esteem, friendships or emotional wellbeing.
- **The graduated approach (Assess–Plan–Do–Review)** to understand needs and plan appropriate support.

If a child requires support that is additional to or different from what is normally available, they may be added to the SEND register.

Further information about SEND support in Hertfordshire can be found on the [Hertfordshire Local Offer website](#). Hertfordshire's [Ordinarily Available Provision](#) (OAP) guidance also explains the support that all schools are expected to provide as part of everyday classroom practice, without the need for a child to be on the SEND register.

Ordinarily Available Provision describes the high-quality teaching, adaptations and pastoral support that should be in place for all children, including those with additional needs.

## 1b. What should I do if I think my child may have special educational needs?

Parents and carers know their children best. If you have concerns:

- Speak to your child's class teacher first.
- Contact the school office to arrange a conversation or meeting.
- If concerns continue, you are welcome to speak with the SENCo or Headteacher.

We will always listen, discuss your concerns and work with you to understand your child's needs.

### How parents/carers are informed

Parents/carers are kept informed through:

- **Meetings with the class teacher** to discuss reasonable adjustments, adaptations and any additional support being put in place (known as SEN Support).
- **Meetings with the SENCo**, where needed, to gather information, offer guidance, make referrals and liaise with external professionals.

- **Written confirmation** if a child is added to the SEND register.
- **Regular reviews** of Additional Support Plans, held at least termly.

### **How children and young people’s views are listened to**

We value pupil voice and ensure children are involved by:

- Talking with them about what helps them learn
- Including their views in reviews and planning
- Encouraging them to share their thoughts about support and progress
- Using child-friendly tools to help them express their views

### **Who to Contact**

#### **Class Teacher**

##### **Responsible for:**

- Monitoring progress and identifying emerging needs
- Planning and delivering additional support
- Writing and reviewing Additional Support Plans with parents/carers
- Following the SEND Policy in their classroom

#### **SENCo: Miss F Honeybell**

**Email:** [senco@bernardsheathjnr.herts.sch.uk](mailto:senco@bernardsheathjnr.herts.sch.uk) **Phone:** 01727 856262

##### **Responsible for:**

- Leading and coordinating SEND provision
- Ensuring parents/carers are involved and informed
- Liaising with external professionals (e.g., Speech and Language Therapy, Occupational Therapy)
- Maintaining the SEND register and accurate records
- Supporting staff to meet pupils’ needs

#### **The Interim Head teacher: Mrs H Gilbert**

##### **Responsible for:**

- Overseeing SEND provision across the school
- Ensuring statutory duties are met
- Keeping the Governing Body informed

#### **The Governing Body:**

##### **Responsible for**

- Ensuring the school provides appropriate support for pupils with SEND

## **2. How will school staff support my child?**

At Bernards Heath Junior School, we use a graduated approach to ensure that every child receives the right level of support at the right time. Support ranges from high-quality classroom teaching to specialist involvement for children with more complex needs.

### **a) Quality First Teaching (Universal Support)**

All children receive high-quality, inclusive teaching as part of our Ordinarily Available Provision. For your child, this means:

- Teaching that builds on what your child already knows and can do
- High expectations for all pupils
- Adaptations and reasonable adjustments to help your child access learning
- A range of teaching approaches, including practical and visual methods
- Strategies recommended by the SENCo where needed
- Regular checking of progress to identify any gaps or emerging needs

Examples of universal strategies include visual timetables, chunked instructions, dual coding, pre-teaching, overlearning, movement breaks, manipulatives, memory aids, worked examples and supportive seating arrangements.

### **b) Targeted Support (Small-Group or Individual Interventions)**

If a child needs additional help beyond classroom adaptations, we may provide:

- Small-group interventions
- Short-term individual support
- Programmes delivered in class or in a group room
- Support from a teacher, LSA or TA

These interventions are designed to address specific areas of need such as reading, writing, maths, social skills or emotional wellbeing.

### **c) Specialist Support from External Professionals**

Some children benefit from advice or assessment from specialists outside the school. This may include:

- Local Authority services (e.g., Speech, Language, Communication and Autism Team; LINKs Behaviour Support; Sensory Impairment Teams)
- Health services (e.g., Speech and Language Therapy, Occupational Therapy, Physiotherapy)
- Counselling or mentoring services (e.g., NESSie)

Before any referral is made, we will always discuss this with you and seek your permission. Specialists may:

- Work directly with your child
- Observe them in school
- Meet with you and staff
- Provide recommendations to support learning and wellbeing

### **d) High-Level Individual Support (EHCP)**

A very small number of children have needs that are severe, complex and long-term. These children may require an Education, Health and Care Plan (EHCP).

If an EHCP may be appropriate:

- The school or parent/carer can request a statutory assessment
- A panel of professionals considers whether the child's needs meet the criteria

- Reports are gathered from parents, school and external professionals
- If agreed, an EHCP is written in consultation with you and the school
- If not agreed, the Local Authority will explain the decision and ensure a plan is in place to support your child

The EHCP sets out the support your child must receive and includes long- and short-term outcomes.

More information is available on the [Hertfordshire Local Offer website](#).

## How teaching is adapted for children with SEND

Class teachers adapt lessons to meet the needs of all learners. This may include:

- Adjusting tasks or resources
- Using specific strategies recommended by the SENCo or specialists
- Providing additional adult support where appropriate
- Making daily adaptations based on how your child is responding

Support staff work under the direction of the class teacher to help children access learning and develop independence.

## Roles of Staff in Supporting Children with SEND

- **Class Teacher** Responsible for teaching, learning and progress of all children in their class, including those with SEND. Leads on classroom adaptations and day-to-day support.
- **Teaching Assistants (TAs)** Support the class teacher and all children in the class.
- **Learning Support Assistants (LSAs)** Provide targeted support for named children or small groups where SEND needs are identified.
- **SENCo** Oversees SEND provision, maintains the SEND register, coordinates support, liaises with parents and external agencies, and supports staff.
- **Assistant SENCo** Supports the SENCo, staff and pupils with SEND.
- **Headteacher** Has overall responsibility for SEND and ensures statutory duties are met.
- **SEND Governor** Provides strategic oversight and champions SEND at governing board level.

## How we plan, oversee and review provision

We use the **Assess–Plan–Do–Review** cycle to ensure support is effective.

- **Additional Support Plans (ASPs)** Created for children receiving SEND support. These outline needs, strategies and outcomes. Parents/carers are invited to **three ASP meetings per year** (November, March, May/June).
- **Pupil Progress Meetings** Held termly between class teachers and senior leaders to review progress and evaluate provision.

- **SEND Register** Records children receiving SEND support. Children may move on or off the register depending on their needs.

Parents/carers are involved at every stage and are encouraged to share their views, ask questions and work with us to support their child. See Appendix 1 for further provision that may be offered at BHJS.

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

We believe that a strong home–school partnership is essential in supporting every child’s progress. We provide regular, meaningful opportunities for parents and carers to understand how their child is doing and to be involved in planning next steps.

#### **How we monitor progress**

Your child’s progress is checked regularly through:

- Ongoing classroom assessment
- Termly pupil progress meetings
- Reviews of Additional Support Plans (ASPs)
- Feedback from external professionals (where involved)
- Statutory assessments, such as end of Key Stage 2 SATs

This helps us ensure that support is effective and adjusted when needed.

#### **How we ensure support is working**

We use the **Assess–Plan–Do–Review** cycle to evaluate the impact of support. This includes reviewing progress against targets, checking the effectiveness of interventions and making changes where needed. The SENCo and senior leaders monitor provision to ensure high-quality teaching for all pupils.

#### **How parents/carers are kept informed**

You will have regular opportunities to discuss your child’s progress, including:

- Parent Teacher Consultations
- Three ASP review meetings each year for children receiving SEND support
- Termly Reviews (including the statutory Annual Review) for children with an EHCP
- Additional meetings, phone calls or emails where needed
- An annual school report

Parents/carers can request a meeting at any time.

#### **How parents/carers are involved in reviews**

We work in partnership with you. You will be invited to:

- Share your views
- Discuss progress towards agreed outcomes
- Help shape next steps and strategies

#### **How children are involved in reviewing their progress**

We ensure children have a voice by:

- Talking with them about what helps them learn
- Including their views in ASP reviews
- Using child-friendly tools to help them express their thoughts

#### **Regular communication between home and school**

Depending on your child's needs, communication may include:

- A home–school communication book
- Emails or phone calls
- Updates from the class teacher or SENCo

We aim to keep communication open, supportive and responsive.

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

##### **High-quality teaching (Ordinarily Available Provision)**

All children receive high-quality, inclusive teaching in line with Hertfordshire's **Ordinarily Available Provision**. This includes:

- Visual timetables
- Chunked instructions
- Clear routines and expectations
- Behaviour-specific praise
- Pre-teaching and overlearning
- Movement breaks and sensory strategies
- Worked examples, manipulatives and memory aids
- Extra time to complete tasks
- Supportive seating and classroom layout

Teachers plan an inclusive, broad and balanced curriculum and adapt lessons so all children can access learning.

##### **Interventions and additional SEND provision**

Where extra support is needed, children may access:

- Pastoral mentor sessions
- Sensory circuits
- Maths or literacy booster groups
- Phonics intervention
- Support from our specialist teacher
- Short-term individual or small-group programmes based on assessed need

Interventions are reviewed regularly to ensure they are effective.

##### **Adapting the curriculum and learning environment**

We make adjustments so children with SEND can access learning. This may include:

- Adapted tasks and resources
- Alternative ways to record work
- Adjustments to lesson pace or structure
- Use of assistive tools or technology
- Environmental adaptations

##### **Graduated approach (Assess–Plan–Do–Review)**

We follow the statutory APDR cycle:

- **Assess** – gathering information from teachers, parents/carers, pupils and professionals

- **Plan** – agreeing outcomes and strategies, recorded on an Additional Support Plan (ASP)
- **Do** – delivering support through teaching and interventions
- **Review** – evaluating progress and adjusting provision

ASPs are reviewed **termly**

### **Written plans for children with SEND**

Children receiving SEND support have an **Additional Support Plan (ASP)** which:

- Identifies needs
- Sets clear outcomes
- Lists strategies and adaptations
- Records interventions
- Is reviewed with parents/carers three times a year

Children with an **EHCP** have an annual review plus termly updates.

### **Working with parents/carers**

We work in partnership with parents/carers by:

- Sharing ASPs and discussing strategies
- Listening to your views during reviews
- Agreeing provision together
- Offering guidance on how to support learning at home

### **Listening to children and young people**

Children's views are gathered through:

- Conversations about what helps them learn
- Contributions to ASP reviews
- Termly pupil-voice activities for children on the SEND register
- "This Is Me" documents for EHCP processes

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

We are committed to supporting every child's emotional, social and mental wellbeing. All members of staff know their classes well and support children in their emotional and social development. Our Mental Health Lead Practitioners are F Honeybell and K Taylor, supported by H Reavey, who can be contacted via the school office or by email at [admin@bernardsheathjnr.herts.sch.uk](mailto:admin@bernardsheathjnr.herts.sch.uk).

All children follow a structured PSHE curriculum that helps them develop confidence, resilience and positive relationships. As a Therapeutic Thinking school, all staff are trained in relational, supportive approaches that help children feel safe, understood and ready to learn. For children who need additional help, we offer a range of wellbeing support, including:

- Small-group social skills sessions
- The Hub – in-school PSHE provision run by experienced staff
- Vibe Club – after-school wellbeing provision
- Lunchtime and playtime support through planned activities and groups

- Pastoral mentoring and regular check-ins with our Pastoral Mentor
- Support from our Educational Mental Health Practitioner (MHST), including 'My Emotions and Me' sessions for all Year 3 classes, Transition workshops for Year 6, parent drop-ins, workshops and individual/group parent support

Where additional needs are identified, and with your consent, we may access further support through NESSie, VISTA, School Nursing Service or a Families First Assessment (FFA) for multi-agency support.

### **Children with Medical needs**

Mrs H Gilbert is our medical needs lead. All staff have basic first aid training and are provided with any specific training required for pupils when necessary. The following members of staff are Paediatric First Aid trained; Mrs H Parry, Mrs J Nicholas, Miss E Lundgren, Ms M Player, Mrs S Burr, Mrs M Cheung.

We support children with medical conditions by:

- Following Individual Healthcare Plans
- Administering medicines in line with school policy
- Providing personal care where required
- Working with health professionals to ensure needs are met

### **Behaviour support**

Our approach to behaviour is preventative and rooted in Therapeutic Thinking. The principles behind our policy outline that we understand, analyse and respond to behaviours. We understand that all behaviour is communication and link back to child's feelings and experiences. Our policy is available [on our website](#).

Mrs H Gilbert and Miss F Honeybell are our Therapeutic Thinking Leads.

### **Preventing and responding to bullying**

We take bullying seriously and follow clear procedures to prevent, identify and respond to concerns as detailed in our anti-bullying policy. Children are taught about respect, kindness and relationships through PSHE and everyday practice, and we act quickly to support both the child experiencing difficulties and the child displaying the behaviour.

### **Listening to children and young people**

We place great importance on listening to children and ensuring their voices shape the support they receive. Staff have open conversations with pupils about what helps them feel safe, happy and ready to learn, and daily interactions with teachers and teaching assistants provide regular opportunities for children to share their thoughts. Discussions in PSHE lessons help pupils explore feelings and relationships, while class 'Worry Boxes' or individual systems allow them to raise concerns in a safe and private way. We also gather pupil voice through planned activities and invite children to share their views during support plan reviews. Tools such as "Pupil voice" and "This Is Me" help children express what is important to them and how they like to be supported.

## **6. What training have the staff, supporting children and young people with SEND, had or are having?**

We are committed to ensuring that all staff have the knowledge and skills needed to support children with SEND effectively. All teachers and support staff receive annual basic SEND training, including high-quality teaching strategies, safeguarding, Hertfordshire's Ordinarily Available Provision, Therapeutic Thinking, first aid, asthma and anaphylaxis, attachment and trauma awareness, mental health awareness and awareness of needs such as autism (ASD).

Staff also receive enhanced training based on the needs of the pupils they support. This may include training in pastoral mentoring, word aware, shape semantics, phonics and literacy support, maths boosters, CAPPS assessment and tray tasks, sensory circuits, deaf awareness, EBSNA and delivering targeted interventions. When individual pupils require specific approaches or strategies, staff working with them are provided with additional, tailored training to ensure their needs are met effectively.

We also have specialist expertise within the school. Our SENCo, Miss F Honeybell, has completed the National Award for SEN Coordination (NASENCO) (achieved: October 2023), which is the mandatory qualification for all SENCos in England. The SENCo regularly attends local authority training, DSPL7 network meetings and updates staff on current guidance and best practice. Our specialist teacher, Mrs J Brown, provides further expertise in assessing needs, planning provision and supporting staff to deliver effective interventions.

Training is ongoing throughout the year and is reviewed in line with school priorities, pupil needs and national guidance to ensure that staff remain confident and well-equipped to support all learners.

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

At times it is necessary to consult with outside agencies to receive specialist advice. Additional support is triggered when a child's needs require expertise beyond the school's provision. This may follow a discussion at an Additional Support Plan review, a concern raised by staff or parents, or a recommendation from the SENCo. With parental consent, referrals are made to the most appropriate service. External professionals usually work on an advisory basis, offering assessments, guidance and training so that school staff can implement strategies effectively.

Agencies that may be used by the school include:

### **Integrated Services for Learning**

- Attendance Team
- Speech, Language, Communication and Autism Team
- Educational Psychology
- Physical and Sensory Services
- Education Support Team for Medical Absence (ESMA)
- Access to Education for Refugees and Travellers
- Specialist Advisory Service (5-25)
- Specific Learning Difficulties (SpLD)

- Advisory Teacher Support for CYP with Downs Syndrome

### **Hertfordshire CYP Therapy Services**

- Speech and Language Team
- Physiotherapy Team
- Occupational Therapy Team
- Sensory Processing Team
- Deaf and Hearing Support Service

### **Outreach services**

- Collett MLD School Outreach
- Links Academy Trust Behaviour Outreach Team
- Cedars Outreach and Support Base

### **Mental Health and Wellbeing services**

- Mental Health in Schools Team
- School Nursing Service
- CYP Mental Health Services
- NESSie

### **Other**

- 0-25 Together Team
- Delivering Specialist Provision Locally 7 (DSPL7)
- Intensive Family Support
- Young Carers
- School Nurse
- Family Support Worker
- VISTA including behaviour support and counselling/ mentoring
- LINKS

### **School provision**

- Teachers responsible for teaching SEND groups/individuals.
- Teaching assistants working in the classrooms or group rooms under direction of the class teacher with either individual children or small groups.
- Computing support in the form of literacy and maths programmes during specified Computing lessons and small group or individual sessions, according to need.
- Teacher and teaching assistant offering support for children with emotional and social development through our PHSE groups 'The Hub' and 'Vibe'.

### **Local Authority Provision accessed in school**

- Speech, Language, Communication and Autism Team

- Educational Psychology Service
- Sensory Services for children with visual or hearing needs
- SaLT (Speech and Language Therapy)
- Specific Learning Difficulties Team
- LINKS – Behaviour support
- The Collett Outreach Service

### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Mental Health in Schools Team (MHST)/Educational Mental Health practitioner (EMHP)
- Child and Adolescent Mental Health Service (CAMHs)
- Individual Mentoring & Counselling

Parents and carers can also access independent advice and support. This includes:

- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, confidential and impartial guidance for families. They can be contacted via the Hertfordshire [SENDIASS website](#) or through the local helpline.
- [ADD-vance](#)- The ADHD and Autism Trust
- [SPACE Hertfordshire](#)
- [Up on Downs](#)
- [Neurodiversity Hub](#)
- [\(IPSEA\) Independent Provider of Special Education Advice](#)
- [DSPL7](#)- Delivering Specialist Provision Locally
- [VISTA](#) Support Services

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

We believe that supporting a child's learning is most effective when school and home work closely together. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- Homework is set regularly so families can see what their child is working on; tasks are adapted where needed to ensure they are accessible and appropriate.
- A home-school contact book may be used to support communication when this is helpful for you and your child.
- Information from external professionals is shared with parents through meetings or written reports so you understand the advice given and how to support your child at home.
- Workshops, information sessions or parent learning events are offered during the year to help families feel confident in supporting learning and wellbeing e.g. New to Year Group Meetings, MHST drop-ins and Maths evening.

- Teachers are available throughout the year to discuss strategies, progress and ways to support learning at home.
- The SENCo is available to meet with you to discuss your child's progress or any concerns or worries you may have throughout the year.

Our aim is to work in partnership with you, ensuring that you feel informed, supported and involved in every stage of your child's learning journey.

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

We value strong relationships with families and believe that children are best supported when home and school work closely together.

- We operate an open-door approach so parents and carers can share comments, questions or concerns with staff.
- Communication is open, honest and transparent, and parents are informed when adaptations or additional support are in place for their child.
- Parents are invited to take part in school life through, workshops, drop-ins, questionnaires and volunteering opportunities.
- Parent representatives contribute to SEND discussions through the governing body, helping shape school policy and provision.
- Children with SEND are included in pupil-voice activities and consulted about whole-school issues.
- Children with SEND are represented on the Pupil Parliament, with members elected by their peers.

## **How will I be involved in discussions about and planning for my child's education?**

There are formal occasions such as Parents' Evening where parents are involved in discussions about their child's education however parents are able to speak to the teacher more often if needed. Parents are able to telephone or email the school to arrange for a teacher to call them back via the school office if there is an issue they wish to discuss. A meeting may be planned where a longer discussion is needed.

Parents of children who are identified as SEND are asked for their feedback at least termly. This can either be a written comment or a meeting with the class teacher or SENCo. This information is used when planning the next step for your child.

Parents are represented on the school governing body and there is also an active PTA in the school.

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

We are an inclusive school and aim to ensure that all children, including those with SEND, can take part in the full range of activities we offer. After-school clubs, extra-curricular activities and educational visits are planned with accessibility in mind, and adjustments are made so that every child can participate safely and meaningfully. Parents are asked to share relevant information on application forms for after school clubs, particularly for external providers.

When planning trips or special activities, including residential visits such as the Year 6 school journey, we work closely with families to understand individual needs and agree any adjustments required. Discussions take place in advance so that staff and parents can share information, plan support and ensure that children feel confident and prepared. Risk assessments and risk-reduction plans are completed for visits as appropriate, and additional staff or 1:1 support may be provided where necessary. In some cases, parents may be invited to accompany the trip if this is the best way to support their child.

Through careful planning, open communication and a commitment to inclusion, we work to make sure every child can enjoy and benefit from experiences beyond the classroom.

## 11. How accessible is the school environment?

The school Accessibility Plan can be found on the school website under the [Policies section](#).

- All areas of the school can be accessed by all pupils, parents and staff
- There is a disabled toilet and changing facilities
- The school works with external agencies, for example, The Deaf and Hearing Support Service to ensure deaf awareness strategies are followed
- The school has dedicated disabled parking
- The environment includes a quiet and calming space, along with a range of sensory resources that can be used regularly by pupils or as part of intervention groups
- Curriculum areas are reviewed to ensure they remain accessible, and adjustments are made where needed so that all children can take part fully in school life

## 12. Who can I contact for further information?

- **Class Teacher** – your first point of contact for any questions or concerns about your child’s learning, wellbeing or progress.
- **SENCo – Miss F Honeybell** – available to discuss SEND support, assessments, provision and any worries you may have. The SENCo can be contacted via the office or directly at [senco@bernardsheathjnr.herts.sch.uk](mailto:senco@bernardsheathjnr.herts.sch.uk).
- **Interim Headteacher – Mrs H Gilbert** – available if you wish to discuss wider school matters or unresolved concerns.
- **SEND Governor – Mrs S Murray** – oversees SEND provision at a strategic level and ensures the governing body fulfils its responsibilities.
- All of the above can be contacted via the school office on **01727 856262** or by emailing [admin@bernardsheathjnr.herts.sch.uk](mailto:admin@bernardsheathjnr.herts.sch.uk).
- **Complaints:** If you are unhappy or feel an issue has not been resolved, please follow the school’s [Complaints Policy](#). This outlines the steps to take and how concerns will be addressed fairly and promptly.
- **SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service):** SENDIASS provides free, confidential and impartial advice for children and young people with SEND and their families.

- Email: [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)
- Telephone: **01992 555847** (Mon–Thu 9.30am–3pm, Fri 9.30am–2pm; answerphone available outside these hours)
- Address: **Hertfordshire SENDIAS, PO Box 599, Stevenage, SG1 9RT**
- **IPSEA (Independent Provider of Special Education Advice):** Provides free, legally-based advice for families on SEND law and processes. Website: <https://www.ipsea.org.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?**

We recognise that transitions can be especially important for children with SEND, and we take care to ensure that every move—into our school, between classes, or on to a new setting—is as smooth and positive as possible.

- Before a child joins the school, we hold professional discussions with their previous setting to gather key information and understand their needs.
- We work closely with our linked Infant School, and the SENCos and senior leaders meet regularly to plan smooth transitions for pupils moving between the two settings. For children joining us from other schools, transition discussions are arranged as needed to ensure we gather key information and understand how best to support them.
- Children are offered additional visits or taster sessions where needed, helping them become familiar with staff, routines and the school environment.
- Families are invited to “new-to-year...” meetings where routines, expectations and support systems are explained.
- Individualised transition plans can be created when appropriate, including transition books with photos of key staff and important areas of the school to share at home.
- When children move between classes, information is shared in advance with the new teacher, including Pupil Profiles and any relevant plans. Planning meetings often take place to ensure continuity of support.
- All pupils take part in an annual transition day where they meet their new teacher and teaching assistant.
- When a child moves to another school, we liaise with the receiving SENCo to share information about needs, support and any adjustments required. Records are transferred promptly, and planning meetings are arranged where possible.
- For Year 6 pupils, the SENCo meets with secondary school SENCos to discuss individual needs. Children take part in learning activities to help them understand the changes ahead and may visit

their new school several times. Staff from the secondary school often visit to meet pupils in their familiar environment.

Through careful planning, open communication and close partnership with families and other settings, we aim to make every transition a positive and well-supported experience.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

We use our resources carefully to ensure that support is targeted where it is most needed and that all children with SEND can access appropriate provision.

- **Notional SEND budget:**
  - This budget is allocated to the school each financial year.
  - It is a whole-school resource used to support all pupils with SEND; it is not ring-fenced for individual children but is allocated and deployed according to the overall needs of the cohort.
  - It is used primarily to fund staffing, ensuring that children receive the support needed to keep them safe and to access personalised learning.
  - The budget may also be used to purchase specialist resources, equipment or training that supports children with SEND.
- **High Needs Funding (HNF/LHNF):**
  - When appropriate, the school can apply to the Local Authority for Local High Needs Funding.
  - This can provide short-term additional funding (usually for up to three terms) to support children whose needs require a higher level of provision than the notional SEND budget can meet.
  - Some children may receive additional funding through an Education, Health and Care Plan (EHCP). This High Needs Funding is used to meet the specific outcomes and provision set out in Sections E and F of their plan.

Through careful planning and regular review, we ensure that funding is used effectively to provide high-quality support for all children with SEND.

#### **15. How is the decision made about how much support my child will receive?**

We make decisions about support carefully and collaboratively, using ongoing assessment and professional judgement to ensure each child receives the right level of help.

- Decisions are based on continual assessment of your child's progress, their strengths and areas of need, and any advice provided by external professionals.
- The SENCo and Headteacher meet regularly to review information about children receiving support, those who may need additional help, and those who are not making expected progress.
- From this information, we identify what resources, interventions, staffing or training are required and how best to deploy them.
- Decisions are made in line with the school's overall resources and financial flexibility, ensuring support is allocated fairly and effectively across the cohort.

- Parents and carers are involved in discussions about their child's support through meetings, review discussions and regular communication with the class teacher and SENCo.
- Children are encouraged to share their views about what helps them learn, and their voice is included in planning and reviewing provision wherever appropriate.

Through this ongoing process of assessment, consultation and review, we ensure that support is responsive, well-matched and focused on helping each child make the best possible progress.

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

Hertfordshire's Local Offer provides detailed information about the support, services and provision available for children and young people with SEND, as well as guidance for families on how to access them. It includes education, health and social care services, local support groups, training opportunities and advice on processes such as EHCPs.

You can access the Local Offer at: [www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer).

## Appendix 1

Bernards Heath Junior School is an inclusive school and may offer the following range of provision to support children with SEND. See also Hertfordshire's [Ordinarily Available Provision](#) document.

Social Skills programmes/support including strategies to enhance self-esteem/modify behaviour

- Interventions from LINKs (usually over 6 weeks)
- Twice weekly PHSE provision 'The Hub', run by a teacher and teaching assistant
- Circle of friends group
- Home/School behaviour diaries/Good News books

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Prompt and reminder cards for organisational purposes
- Clear steps to success for each lesson
- Pre teaching of strategies and vocabulary
- Access to laptop/alternative methods of recording
- Specialist equipment to access the curriculum
- Visual timetable/'Now/Next' board

Strategies to reduce anxiety/promote emotional wellbeing

- Planned programme of support from the class teaching assistant
- Meet and greet session at the start of each day
- Parental contact session at the end of each week
- Once weekly PHSE provision 'Vibe', run by two teachers
- Access to counselling services (Vista and/or NESSie)
- Young Carers group- one lunchtime a week (run by a teaching assistant)
- Timetabled sensory/regulation time in 'The Sanctuary' room
- Referral to the Mental Health in Schools Team
- 'My Emotions and Me' Sessions with the Education Mental Health Practitioner (EMHP) in Year 3
- Transition workshop with EMHP in Year 6

Strategies to support/develop literacy and numeracy

- Small group support in class through Guided Teaching, breaking the task down into smaller parts.
- Withdrawal in a small group for literacy support
- Withdrawal in a small group for basic numeracy skills overlearning/Maths booster
- Withdrawal by a teacher or teaching assistant for 1:1 support
- Targeted Maths curriculum through use of Maths grouping
- Small group additional handwriting/spelling/comprehension sessions
- 'Scoop up group' during a lesson
- Opportunities to read to an adult 2/3 times a week

Provision to facilitate/support access to the curriculum

- Small group support from the classroom teaching assistant
- Support in the classroom from a teaching assistant to facilitate access through modified resources
- Support in the classroom from a teaching assistant during whole class teaching to enable access
- Specialist equipment such as seating, wobble cushion, sloping writing desk
- Use of a personalised curriculum

Strategies/support to develop independent learning

- Use of visual timetables and checklists
- Pre teaching of vocabulary and content
- 'Chunking' of activities
- 'Steps to success'

#### Mentoring activities

- Use of talk partners
- Use of peer mentoring
- Use of buddy readers

#### Support/supervision at unstructured times of the day

- Named teaching assistant at playtime and lunchtime
- Individual structured lunchtime supported by staff ('20/20/20')
- 'Quiet lunchtime' for part of the lunch hour

#### Planning and assessment

- An Additional Support Plan with individual targets reviewed at least termly

#### Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents

#### Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from a teaching assistant guided by the Speech and Language Therapist

#### Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Interventions from an Occupational Therapist/Physiotherapist
- Delivery of a planned Occupational Therapy/Physiotherapy programme from a teaching assistant

#### Access to Medical Interventions

- Strategies for the use of personal medication and medical interventions.
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse