Nash Mills C of E Primary School
Special Educational Needs Information Report
2026-2027

This report gives an overview of Special Educational Needs (SEN) provision at Nash Mills and answers common questions families may have.

Our SENCo is Mrs Nicholls, who oversees support for any special educational need, disability or difficulty affecting a child's learning, including the coordination and oversight of Education, Health and Care Plans (EHCPs).
Mrs Jessop is our Wellbeing and Mental Health Lead and the Designated Teacher for Looked After and Previously Looked After Pupils.

Please don't worry if you or your child's teacher thinks extra support may be helpful. We have a skilled team and will do all we can to ensure you and your child are happy here. We recognise every child as a unique individual and will help each one achieve their best.

If you have questions about SEN at any point, please speak to your child's class teacher in the first instance; they will liaise with Mrs Nicholls as needed.

The law says a child has Special Educational Needs (SEN) when they need additional help to access learning. In school this extra help is called SEN Support.

Many children will need SEN Support at some point in their school journey. For some, it's short-term help in a specific area to get back on track; for others, support may be longer-term. All children have the right to a broad and balanced education, and we adapt teaching so every pupil can participate and make progress.

The SEND Code of Practice (2015)

We follow the SEND Code of Practice (2015) to make sure every child gets the support they need. Most support happens in class as part of high-quality, adaptive teaching.

Sometimes a child may need more targeted help. If so, the class teacher will:

Talk with you to share concerns and hear your views (and your child's, where appropriate).

Agree a plan that sets out the extra support or adjustments (often recorded on an Individual Support Plan – ISP).

Review progress regularly—at least once per term—and adjust the support as needed.

If progress remains limited after this support, we may seek advice from external specialists (e.g., Educational Psychology, Speech & Language Therapy) with your consent, so we can refine the plan and help your child make the best possible progress.

Education and Health Care Plan

Sometimes, despite high levels of support and specialist advice, a child's needs are significant and long-term and cannot be fully met from a school's usual resources. In these cases, we may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority. This request can be made by the school, by parents and carers, or (for older pupils) by the young person themselves. If the Local Authority agrees to assess, they will gather information from home, school and relevant professionals. Where an Education, Health and Care Plan (EHCP) is issued, it will outline the child's needs, outcomes and the provision required. If you would like to know more about the process, please contact the school office or the SENCo directly—we will work with you throughout to ensure your views, and your child's, are central.

Families First

If your child has a range of needs that require support from different professionals, we may suggest completing a Families First Assessment (FFA) so everyone can work together in a coordinated way. Following this, we will hold regular TAF (Team Around the Family) meetings to set targets and review the support in place for you and your child. This process helps us access additional services—such as counselling and family support—that might not otherwise be available.

Our School Family Worker, Alish Saddiquee, may be involved in TAF meetings to offer support at home where appropriate, and can also advise on clubs and services that may benefit your child and family.

Interventions

If we identify that a child needs extra support in a specific area that isn't fully met through classroom teaching, we will put a short, targeted intervention in place. Examples include handwriting support, phonics or reading boosters, or number fluency sessions, delivered a few times a week by a teacher or TA.

We will let you know when an intervention starts, explain what it involves, and share how we'll monitor progress. Interventions are reviewed regularly and adapted—or stepped down—once your child has secured the skills.

If you have any questions.

If you have any questions about how we support children within the school, please contact your child's class teacher in the first instance.

External Agencies

Sometimes we work with specialist services to help children make the best possible progress. We always discuss this with parents/carers first and agree next steps together. Examples include:

- Integrated Services for Learning (ISL): advice and support for specific literacy/numeracy needs and wider SEND.
- DESC (Delivering Specialist Provision Locally): support with social skills, behaviour, and strategies to improve engagement.
- Educational Psychology (EP): assessment and guidance on learning, cognition, and behaviour.
- Speech and Language Therapy (SaLT): help with speech, language, and communication needs.
- Occupational Therapy / Physiotherapy: support with fine/gross motor skills, sensory needs, and physical access.
- School Nursing / Health services: health advice that impacts learning or access in school.

We make referrals in partnership with families, share any recommendations with you, and build them into your child's support plan where appropriate.

Our Local Offer

The Special Educational Needs Code of Practice requires us to provide you with specific information about how we support children who have specific needs. This is outlined below.

1. How does our school know if children need extra help?
We know when children need help if:

- concerns are raised by the child, parents/carers, teachers, teaching assistants or the child's previous school.
- limited progress is being made – reviewed at least termly through pupil progress meetings.
- they are working at a level below age related expectations.
- there is a change in the child's behaviour or attitude to learning.

What should I do if I think my child may have special educational needs?
If you have concerns then please contact your child's class teacher who will then liaise with the appropriate staff and will keep you updated.

2. How will I know how the school supports my child?

- Each child's education is planned by the class teacher and adapted to suit their individual needs. This may include additional support from the teacher or a teaching assistant within the classroom.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the child will receive focussed support. This will be delivered by a teacher or teaching assistant. The length of time of any intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved, including the children, to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the class' provision map (this is a record of the interventions, timings and impact of the intervention). If your child is receiving specialist or focussed SEN Support, they may have an SEN Individual Support Plan (ISP). This is a record of support that the child is receiving including the impact it is having on the child's learning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held regularly through-out the year. This is a meeting where the class teacher meets with the school's Senior Leadership Team to discuss the progress of the children in their class. This shared discussion highlights any potential difficulties in order for further support to be planned.
- Occasionally a child may need more specialist support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are completed in conjunction with the child and the parents/carers and then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Nash Mills are responsible for entrusting a named person to monitor Safeguarding procedures. In our school the named Designated Senior Person for Safeguarding is Mr Maher, Mrs Jessop, Mr Shane and Mrs Nicholls.
- The Governing Body is responsible for both rigorous challenge and supporting the school in being as inclusive as possible. It ensures all children, parent/carers and staff are treated in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.
- ISP's are created with the child to understand their wishes and how they would like to be supported.

3. How will the curriculum be matched to my child's needs?

- Class teachers adapt teaching so every child can access learning at an appropriate level (e.g., adjusted tasks, scaffolds, visuals, and alternative ways to record).
- Where helpful, we provide targeted support—a teacher or TA may work 1:1 or with a small focus group on specific goals.
- If needed, we use specialist equipment, such as writing slopes, concentration cushions, pencil grips, or easy-to-use scissors.
- Support is planned with the SENCo, recorded on the child's plan, and reviewed regularly with parents/carers to ensure it remains effective and well-matched.

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

- You will be able to discuss your child's progress at Parent's Evenings.
- Appointments can be made to speak to the class teacher at the end of the day.
- Appointments can be made to speak to the SENCo by visiting, emailing or phoning the school office.
- Every child receives an annual report of attainment in relation to expected achievement.
- Where appropriate, SEN Individual Support Plans (ISP) are shared regularly throughout the year. Targets are usually set by the class teacher or intervention teacher in consultation with the SENCo. Parents/carers are encouraged to contribute.

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

- Each subject has specific strategies that could be used to support your child if they have an additional need. More specific information about this can be found within the curriculum pages of our school website. Further individualised strategies may also be implanted for some pupils.
- Where appropriate Home: School diaries may be set up in which messages can be exchanged.
- Where a specific assessment has been carried out by the SENCo or a specialist agency, parents/carers will be contacted to discuss the results and suggested ways forward.
- Mrs Nicholls may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies such as Educational Psychologist or Integrated Services for learning advisors have been involved, suggestions and strategies are often provided that can be used at home.

5. What support will there be for my child's overall well-being?

Every member of staff is committed to ensuring the wellbeing of all children. The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher and SENCo are readily available for children who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out.
- Protective Behaviour Strategies are used to support pupils where appropriate.
- During PSHE lessons children are taught social skills through a whole school approach using the Jigsaw scheme of work.
- Provision is made at lunchtime for children experiencing emotional difficulties and play leaders are active on the playground to encourage positive play.
- Worry boxes are used in class for children to communicate their feelings.
- Zones of Regulation is taught across the school for children to be able to understand their emotions and be able to find personal solutions to help them manage their feelings. Each class has a 'check in' chart which enables adults to know how a child is feeling and explore this, when appropriate.
- If teachers or parents have ongoing concerns, children can be referred to our

Wellbeing and Mental health Lead for additional targeted support.

- School will access a counselling service, DESC, school nurses and CAMHs to support pupils in discussion with parents.
- Where required, referrals will be made to specialist outside agencies such a play therapy team and mental health support.

Children with medical needs

- If a child has a medical need, a detailed Health Care Plan will be agreed with parents/carers, relevant medical professionals and an appropriate member of staff. Where appropriate, this will be supported by an external healthcare professional.
- Health Care Plans are shared with all relevant staff and reviewed regularly (or sooner if needs change).
- Staff hold up-to-date first aid training; specific training (e.g., EpiPen/auto-injector use, epilepsy, diabetes) is delivered by healthcare professionals where required.
- Where necessary, and with parent/carer agreement, prescribed medicines can be administered in school—only with signed consent and, where needed, a Health Care Plan to ensure the safety of both the child and staff.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions already put in place.

The school liaises with a wide range of services, including:

- Advisory teachers for Sensory and Physical needs and Early Years
- Specific Learning Difficulty Base
- Dacorum Education Support Centre (DESC)
- Kings Langley Schools Partnership (Family Support)
- Play therapists/Counsellors
- Speech and Language Therapists
- Occupational Therapist/Physiotherapists
- Educational Psychologists
- Specialist Advisory Teacher - Speech, Language, Communication & Autism
- Paediatricians from the Pat Lewis Centre
- Woodfield School Outreach Service
- ADD-VANCE (for pupils on the Attention Deficit Disorder Spectrum)
- School Nurse
- Diabetic Nurse
- Continuing Care Nurses
- Intensive Families First
- ESMA – educational support for children whose medical conditions require home tuition
- Child and Adolescent Mental Health Service (CAMHS)
- Step 2 (follow on from CAMHS)
- VSEND (valuing SEND) A tool designed to help develop a single, rounded picture of the needs of children and the support they need to succeed and prosper both inside and outside of their education.

7. What training are the staff supporting children and young people with SEN having or have received?

Staff receive training as part of an ongoing cycle so they have the skills to support our pupils effectively. Recent and ongoing CPD includes:

- Learning needs: strategies such as precision teaching, scaffolding, and adaptive teaching.
- Speech, Language and Communication Needs (SLCN): supporting vocabulary, language processing and communication.
- Leadership qualifications: Mrs Nicholls is currently undertaking the NPQSENCO; Mrs Jessop holds the SEN Award.
- Targeted CPD for individual pupils: staff are directed to CPD and guidance specific to a child's profile (e.g., dyslexia, autism, ADHD, sensory needs, physical/medical needs).
- Professional advice and strategies: staff receive guidance and modelling from external professionals (e.g., Educational Psychologists, Speech and Language Therapists, Occupational Therapists, DESC) which is built into classroom practice and interventions.
- Skilled support staff: TAs across the school bring a wide range of expertise focused on different aspects of need (e.g., literacy and numeracy interventions, SLCN support, social/emotional interventions, sensory/physical support).

Training is reviewed regularly and updated in response to pupil needs, external advice and school priorities.

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

Further work has been completed to remove wider barriers to participation for all children, for example all school extra-curricular clubs are now free at the point of access, meaning that all pupils are able to attend without need for parental finance.

9. How accessible is the school environment?

The schools accessibility plan is regularly updated and reviewed and, as a school, we are happy to discuss individual access requirements.

The school complies with the Equality Act and makes reasonable adjustments for all children with SEN/D where necessary. The school is situated on a hill and wheelchair access is available to all buildings. Changing and toilet facilities for disabled pupils are available. Pupil interviews and discussions are held to seek the views of those with a disability in regards to their school environment. Assisted listening devices are in place in some classrooms, and other resources include adapted chairs/commode, visualisers, writing slopes, time-out spaces, quiet work spaces, wobble cushions, and a variety of other special learning aids. Advice is sought from medical and health professionals to ensure that, as far as possible, any specific resource is acquired so that needs are met.

10. How will the school prepare and support my child when joining or leaving the school?

11. We understand what a stressful time joining and moving schools can be. Therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- Meetings between previous or receiving schools/nurseries/pre-schools prior to the child joining/leaving.
- Children at Nash Mills are supported on entrance to EYFS by the Children's Centre and school staff.
- Children engage in a transition programme with their next classes through-out the whole year.
- Year 6 teacher and SENCo supports transition to secondary school.
- Additional visits are also arranged for children who need extra time in their new school.
- There are additional transition groups arranged for children presenting with worries or concerns.
- The SENCo shares information with the new school SENCo prior to the children transferring.
- Where a child may have more specialised needs, a meeting is arranged between the SENCo/SENCos, the parents/carers and where appropriate the child prior to transition.

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

- Resources are allocated to pupils depending on their needs. Where possible, this is provided through the resources we already have in school, however we will sometimes need to ask other services for support.
- Additional provision may be allocated for children following pupil progress meetings or where an additional need has been raised by a member of staff or an outside specialist.
- SEN expenditure is monitored by the Governing Body.
- If a child is granted an EHCP the higher bandings come with funding which is agreed at the time of writing the bespoke plan how this money will be spent eg on adult support, equipment or specialist services.

13. How is the decision made about how much support my child will receive?

- When the children join the school, support is allocated according to the information provided by the feeder school/nursery/pre-school.
- Support is allocated according to a child's SEN ILP which identifies their needs and through discussions between the class teacher and Senior Leadership Team.
- Where further concerns are identified due to a child's lack of progress then interventions will be arranged.
- Support will also be allocated with recommendations from outside specialist agencies.
- If a child has an EHCP the support will be outlined in the plan by the Educational Psychologist.

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- During Parent Consultation Meetings which take place at key points in the school year.
- During discussions with SENCo or other professionals
- Parents are encouraged to comment on their child's SEN ISP with possible suggestions that could be incorporated.

- The Early Years and Foundation Stage have home learning stories which inform the assessment pack which parents are encouraged to contribute to.

15. Who can I contact for further information?
If you wish to discuss your child's educational needs, please contact your child's class teacher in the first instance.
The Hertfordshire Local Offer also has many resources and useful contacts.

http://www.hertsdirect.org/localoffer

16. What do I do if I feel my child isn't being supported?

If you were to have a complaint about how your child had been supported, you would need to follow the school's Complaints Policy, a copy of which can be found on the school website. https://www.nashmills.herts.sch.uk/

At Nash Mills Primary School, we provide a number of systems and packages of support to pupils who may experience barriers to their learning.

Difficulty being experienced by pupil	Examples of intervention that may be used by the school to best meet the pupil's needs.
Problems accessing learning due to a general learning difficulty	• Development of personalised aspects of the curriculum. • Small group work in class, supported by the teacher or teaching assistant. • One-to-one support in the classroom to facilitate access through support or modified resources. • Pre-teaching of strategies, vocabulary or concepts. • Prompt and reminder cards for organisational purposes.
Problems accessing learning due to a literacy related difficulty	• Small group work in class through guided teaching, sometimes using aspects of programmes such as the Fischer Family Trust Scheme. • Booster classes before school or during some holiday times with a class teacher. • Extra reading opportunities provided in school, supported by trained teaching assistants and volunteers. • Extra writing opportunities provided in school. • Intervention devised by our Specific Learning Difficulties (SpLD) Base, delivered by a trained teaching assistant.
Problems accessing learning due to a Speech and Language difficulty	• Extra support and special targets to develop speech and language skills, devised by class teachers with support from the Speech and Language Therapist (SALT). • Specific intervention devised by our Speech and Language Therapist (SALT) or Advisory Teacher for Speech and Language Impairment.
Problems accessing learning due to a numeracy related difficulty	• Small group work in class through guided teaching, sometimes using intervention programmes provided by HERTS Essential Maths. • Booster classes before school or during some holiday times with a class teacher. • Extra opportunities provided in school, supported by trained teaching assistants to target areas of difficulty. • Intervention devised by our Specific Learning Difficulties (SpLD) Base, delivered by a trained teaching assistant. • Support for teachers in planning and delivery by our Maths subject leader.
Medical Needs	• Individual protocols for children who have significant medical needs. • Provision of aids and resources to promote learning. • A number of staff have basic first aid training. • Specialist training provided to staff for significant conditions. • Access to support from the school or specialist nurses. • Home/School communication books. • Access to specialist equipment or resources to meet needs.

Problems developing independent learning skills and the skills to apply their knowledge.	• Use of visual timetables, checklists and reminders. • Chunking of class activities and homework using 'Now and Next' boards. • Use of individualised target setting and success criteria. • Resources to support learning readily available during class sessions. • Learning Power strategies taught to children to develop problem-solving skills. • Opportunities for extended writing and working mathematically provided regularly to promote application of learning and independence skills.
Problems relating to social and emotional difficulties or the enhancement of self-esteem.	• Pupils offered 'Meet and Greet' sessions with classroom adults. • Worry Box in each class to share concerns. • Teachers available for communication with parents as they dismiss classes at the end of the school day. • Arranged appointments to meet with class teachers, the Head teacher or Inclusion Coordinator to discuss concerns. • Support programmes devised and carried out by the local Educational Support Centre (DESC) or CAMHS. • Social skills and protective behaviour intervention groups. • Weekly celebration assemblies to mark achievements.
Difficulties with behaviour.	• Use of the School's Behavioural Policy. • Computerised system used to track the behaviours of pupils and the support that has been put into place (SIMs and CPOMS) • Home/School communication books for identified individuals. • Advice and intervention from DESC or CAMHS through referral.
Mental Health Issues	• Individual protocols for children who have significant needs. • Computerised system used to track the behaviours of pupils and the support that has been put into place (CPOMS) • Specialist training provided to staff for significant conditions. • Access to support from the school or specialist nurses. • Home/School communication books. • Access to CAMHS service or Family Worker support if needed. • Book of Brilliance – to support self-esteem.
Development of Motor Skills	• Support organised through specially trained adult in school and interventions planned in school to develop skills, including the provision of resources.
Accessing English as an Additional Language	• One-to-one and small group work from teachers and teaching assistants to facilitate access. • Differentiated activities and work to support inclusion in classwork.
How this is done through planning and assessment.	Pupils' needs and targets will either be mapped through Individual Learning Plans (ILPs) or on class provision maps. These will contain individual targets and should be reviewed at least termly.
How we will liaise with other adults.	We will consult and discuss needs and strategies with a range of professionals where needed. This will be done with parental consent and involvement. In some cases, the use of a CAF may be helpful to ensure a consistent multi-agency approach to ensure that the child is best supported.

In some cases we may conclude that a child's learning difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. At these times, we may seek further support through the provision of Education, Health and Care Plans. We may also apply for additional funding to support a child, known as Higher Needs Funding.

Mrs Nicholls, SENCo email: senco@nashmills.herts.sch.uk Tel: 01442 252 972

There are lots of abbreviations that we sometimes use when talking about Special Educational Needs. It can get very confusing so we have given you some of the most common ones which might help!

ADD	Attention Deficit Disorder	INCO	Inclusion Co-ordinator
ADHD	Attention Deficit & Hyperactivity Disorder	ILP	Individual Learning Plan
ASD	Autistic Spectrum Disorder	KS1/KS2	Key Stage 1/Key Stage 2
BESD	Behavioural Emotional & Social Difficulties	LAC	Looked After Child
FFA	Families First Assessment	OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service	PP	Pupil Premium
COP	Code of Practice	PPG	Pupil Premium Grant
CPOMS	Child Protection Online Managements System	KS1	Key Stage 1
DESC	Dacorum Education Support Centre	SALT	Speech & Language Therapy
EAL	English as an Additional Language	SEN	Special Educational Needs
EHCP	Education Health Care Plan	SEND	Special Educational Needs & Disability
EP	Educational Psychologist	SENCo	Special Educational Needs Co-ordinator
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional and Mental Health Needs
FSM	Free School Meals	SpLD	Specific Learning Difficulty
FSP	Foundation Stage Profile	TA	Teaching Assistant
HNF	Higher Needs Funding	TAF/TAC	Team around the family/ child