Special Educational Needs (SEN) Information Report
September 2026

Introduction

Oughton Primary and Nursery School is an inclusive mainstream primary school with an attached Nursery class. The school is maintained by Hertfordshire Local Authority (LA). All school places at Oughton Primary and Nursery School regardless of need and regardless of whether they are for the following academic year or immediately (in-year admission) are allocated by the Local Authority Admissions Team following their admissions criteria. Further details can be found at:

http://www.hertsdirect.org/services/edlearn/admissions/

The school is required by law to follow the guidance and statutory requirements set out in the Special Educational Needs and Disability Code of Practice (2014) as part of the Children and Families Bill that came into force on 1 September 2014. We ensure that all children including those with SEND are treated fairly through policies including: Equality Scheme; Accessibility Plan; Behaviour Policy and the Code of Conduct.

SENCo

The school's Special Educational Needs and Disability Co-ordinator (SENCo) is **Mrs Caroline Phillipson** who is Assistant Head for Inclusion.
She is responsible for co-ordinating the provision for children on the SEN register and also supports parents and staff. Mrs Phillipson currently works full time.

SEND Support Teacher

The schools SEND Support Teacher is **Mrs Claire Murray.** She supports the Assistant Headteacher for Inclusion with co-ordinating the provision for children with SEND and also supports parents and staff. Mrs Murray currently works two days a week.

SEND Policy

The school's **SEND policy is on the school's website and** reflects the changes to the updated Special Educational Needs and Disability Code of Practice (2015)

Local Offer

The updated Code of Practice (2015) legislation states that local authorities must publish their Local Offer. The purpose of the Local Offer is to:

- Provide clear, comprehensive, accessible and up to date information about the available provision and how to access it, and
- Make provision more responsive to local needs and aspirations by directly involving disabled pupil and those with SEN and their parents and service providers in its development and review.

As a maintained primary school Oughton contributes to Hertfordshire's Local Offer.

Specific details relating to Hertfordshire's Local Offer can be found here: https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

Delivering Specialist Provision Locally (DSPL)
DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, to ensure that there is a range of provision and support services available in their local community. They produce a weekly roundup of training, information and events in the area. More information can be found here:

Home (nhdspl.org.uk)

Frequently asked questions

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

Sharing Concerns…
Teachers are trained to identify when children are struggling through observations and assessments and will share any concerns they have about your child with you and the school's Assistant Headteacher for Inclusion, Caroline Phillipson. Children's progress is regularly reviewed with key members of staff every term in Pupil Progress Meetings. If you or your child have any concerns, please talk to your child's class teacher initially. If you then have any further concerns following on from this then please contact Caroline Phillipson through the school office (01462 450716) or by email: admin@oughton.herts.sch.uk

Step One…adapting classroom practice
When we meet, your child's difficulties will be discussed and ideas suggested. We will ask your child what could help them to learn in class. Often small differences can make a BIG difference e.g. by providing a pencil grip, changing a seating position, repeating instructions, the teacher spending some more time with your child, making sure work is at the right level.

Step 2… additional support
If, after an agreed period of time, your child is still struggling we will meet with you again and discuss putting in some additional learning support e.g. having 6 weeks of extra reading 3 times a week in a group.

Step 3… Individual planning
If adapting the classroom teaching and putting in extra support does not accelerate learning, we will meet again. This time we will discuss more formal one to one assessments of your child's needs and may well, with your permission, seek advice from an outside professionals. We will create a more detailed picture of your child's Special Educational Needs, jointly identify priorities and will create an Individual Plan. This plan

will detail actions and will be reviewed at least once a term with you and your child. We may also create an Emotional Regulation Plan if required which will outline how we can support your child with regulating their emotions.

Step 4. . ***Education Health and Care Plans***
If your child is still struggling, despite the school delivering Individual support as advised by external professionals, you may wish to request an Education Health and Care Plan. You or the school can apply to the Local Authority. If the Local Authority agrees to drawing up a Plan you and your child will meet with relevant professionals to create a comprehensive description of the needs your child has and how they can be addressed. This is a legal document which is reviewed annually.
More information on Education Health and Care Plans can be found on: Herts Grid for learning
http://www.thegrid.org.uk/learning/sen/key_documents/

Special Educational Needs
Many children will have extra support at school for a period of time, because they have fallen behind. Some children will have a Special Educational Need. This is when a child has, " ***a significantly greater difficulty in learning than the majority of others of the same age" (SEND Code of Practice June 2014)***

There are different types of Special Educational Need, which broadly fall into 4 categories. Many children's needs fall mainly within one of these categories. However, some children have difficulties in more than one area. The areas of need are described as follows:

Area of need	**Examples**
Communication and Interaction	Speaking and listening difficulties Finding it hard to communicate with others in a socially conventional way Autistic Spectrum
Cognition and Learning	Poor memory, processing skills, attention difficulties, making links General learning delay Specific learning difficulties e.g. dyslexia, dyscalculia ADD, ADHD
Social, Emotional and Mental Health	Low self –esteem, friendship difficulties, relationship difficulties Attachment disorder Bereavement
Sensory/Physical Difficulties	Hearing/ Visual impairment Mobility difficulties Poor fine and gross motor skills e.g. cutting, catching a ball, clumsiness Dyspraxia. Sleep, eating, toileting difficulties Sensitivity to noise, temperature

How will school staff support my child?

We believe support for children with Special Educational Needs and Disabilities is very important. We are an inclusive school, where all children are helped to fulfil their potential. All staff in Oughton Primary School have a role in supporting your child.

Class teachers will support your child on a daily basis. They will adapt the learning environment and plan work matched to the needs of your child. They will monitor your child's progress and are responsible for planning and monitoring any additional support delivered by Teaching assistants. They will talk with your child about their learning. They will also make sure other adults working with your child is aware of any areas of difficulties or any areas of strengths they may have.

Teaching assistants may support your child in a number of ways***.*** They may teach your child either one to one or in a small group outside the classroom. They may provide "hover support" within the classroom. Hover support might involve making sure your child understands what he/she has to do before leaving him/her to complete the task independently. If a Teaching Assistant always sits with a child, the child starts to rely on adult support and may develop "learned helplessness". A Teaching assistant might also prepare special materials for your child to use, may observe them at play time, assist them with going to the toilet or prepare them in advance for a school trip. A member of our Pastoral Team may support your child with social or emotional difficulties. This will be overseen by our **Pastoral Lead** Mrs Woollon

Our **Assistant Headteacher for Inclusion** is Caroline Phillipson. She is responsible for overseeing the provision for children with Special Educational Needs. She supports class teachers and Teaching Assistants and works closely with the Senior Leadership Team and outside professionals. She also reports to the Governing Body.

Our **Head teacher**, Mrs Clayton, works closely with the Senior Leadership team to ensure children's needs are met across the school.

Our **SEND Support Teacher** is Claire Murray. She supports Caroline Phillipson with overseeing the provision for children with Special Educational Needs. She supports class teachers and Teaching Assistants and works closely with outside professionals.

Our **Governing Body** is legally responsible for ensuring the needs of children with Special Educational Needs in Oughton are met. Our governor for SEND is Vicky Brown. She can be contacted via the school office

Our **Site Manager** adapts our school building to meet the needs of children with Physical and Sensory impairments.
Our **Midday Supervisors** may be asked to monitor a child's behaviour or well-being at lunchtimes.

How will I know how my child is doing?

Attainment and progress is tracked for all children in the school and is recorded on our **Arbor** system and **Provision Map** system.
In order to keep you informed, **Parents' evenings** are held twice a year and written reports and attainment updates are shared in July for all pupils.
However, you are very welcome to ask how your child is doing at any time of year. Feel free to contact the school to arrange an appointment with your child's class teacher and/or Caroline Phillipson. Please do not sit at home and worry. Sharing concerns is very important.

Pupil progress meetings are held for each class every term with half termly updates and the progress of all pupils is discussed with the class teacher and Senior Leadership Team. If the school has any concerns about your child, you will be contacted. The impact of any additional support for groups of pupils or individuals is reviewed during the meeting and recorded on Pupil Progress Reports and on the school's Provision Map system.

If your child's progress is being monitored (See Q1 Step 1) or is receiving additional support (See Q2 Step 2), a review meeting time will be agreed
with your child's class teacher and Caroline Phillipson. This would normally be within 6 weeks and could be a face- to- face meeting, a telephone conversation or an email according to your wishes.

If your child has an **Individual Plan**, the targets on this will be reviewed at least every term in a meeting with the class teacher, you and your child. This is usually in December, May and July.

Education, Health and Care Plans are reviewed formally in an annual meeting.

In any review of your child's progress, we look at all aspects of your child's life, not just their test scores. Evidence is taken from a variety of sources. These include:
- work in books
- teacher observations
- teaching assistant feedback
- your child's views on their progress
- your own views
- progress towards any targets set e.g. I can tie my shoe laces
- Reading and Spelling Ages

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

If your child's progress is causing concern, we will assess his/her needs with you and your child and discuss the provision required. After an agreed period of delivery, we will review your child's progress together and adapt provision accordingly. (See Question 1.) Provision can be offered in a variety of ways from adapting classroom practice to one to one support.

Most of the needs of our children will be met through **good quality inclusive teaching**. In any lesson, teachers are expected to provide learning challenges of varying difficulty, which will enable all children in the lesson to make progress. This is called making reasonable adjustments. They are expected to provide resources which will enable pupils to access the curriculum e.g. word mats, bead strings, and to ensure that the classroom and learning environment facilitate learning e.g. working walls provide clear examples of modelled learning, seating places are considered. Teachers are expected to use multi-sensory learning strategies e.g. music, movement, pictures, drama to match the learning styles of their pupils. They need to explain vocabulary, use clear instructions and explicitly teach listening skills.

Additional support may involve your child working with a teaching assistant in a group 2 or 3 times a week for a short period of time. It may involve your child's teacher working with your child more often within a lesson. It could involve being pre-taught material before a lesson in a group or reviewing taught concepts after a lesson in a small group. **Individualised support** could involve your child following a specially tailored maths or literacy programme, created with advice from an outside agency. This might be delivered by a trained teacher or teaching assistant 1:1 outside the classroom quite intensively e.g.4 times a week for a period of 10 weeks. It could involve having access to specialist resources e.g. using a laptop instead of writing. It might include having a place to go to in school if your child is upset.

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

If a member of staff notices your child is not happy in school over a period of time, they will discuss this with you, your child's class teacher, a member of the pastoral team and Mrs Phillipson. Sometimes a child will approach an adult in school, who will then follow the same course of action. Similarly, please contact the school if you are worried about your child. Children are often more relaxed at home and will share their feelings with you more openly. A change in behaviour at home or your child exhibiting signs of anxiety or stress might indicate difficulties at school and we will work with you to overcome any problems they might be experiencing.
In consultation with you, the adult who knows your child best (either at home or at school) will then speak with him/ her to find out if there is a problem. We will then agree on a course of action
.
Our ***Pastoral Team*** specialises in supporting pupils with social and emotional difficulties. Their work includes:
- 1:1 work with pupils e.g. bereavement
- providing "check-ins" at the start and end of the week
- conflict-resolution sessions following playground disputes
- running small groups for 6 week periods e.g. to develop social skills, self-esteem. Circle of friends
- providing a lunchtime club for pupils who find it hard to cope on the playground or who prefer a quiet place to eat lunch
- advising staff on support strategies

We work closely with many outside agencies to support individual children and families e.g. Educational Psychologists, Family Support Service, Social Services, Intensive Families First Team, The Communication and Autism Team and Hitchin Primary Behaviour Support Team.

If your child has a specific ***Medical Need***, an individual Health Care Plan will be constructed with you to meet the needs of your child in the school.
The school has an anti-bullying policy and Positive Behaviour Policy. Bullying is addressed as part of the curriculum and the school takes part in anti-bullying week. If bullying is identified, the senior leadership team will act swiftly to support the victim and stop the bullying behaviour. Parents will be informed in line with the anti-bullying policy.

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

At the school we have a ***Pastoral Support Team*** who specialises in social and emotional needs (see Q5), our Assistant Headteacher for Inclusion is ELKLAN trained. We also employ a **Speech and Language Therapist** for one day fortnightly.
We access a wide range of ***external specialist services*** which advise us on provision for children with SEND and sometimes work 1:1 with children and families.
In the past year (2023-2024) we have worked with:

- Specialist Advisory Teacher Speech, Language, Communication and Autism
- The Early Years Advisory Team
- The Speech and Language Service
- The Occupational Therapy Service
- The School Nurse
- Paediatricians at the Stevenage Child Development centre
- The Children and Adolescent Mental Health Service
- The Visual Impairment Team
- Hitchin Primary Outreach Support Service
- Step2counselling service
- Educational Psychology Service
- Safe Space Hertfordshire Counselling Services
- ARC Outreach
- ADHD Nurse
- Local Authority Attendance Officer
- Specialist Outreach -Woolgrove, Greenside and Larwood.
- SEND Specialist Advice and Support covering: Autism, social communication and interaction needs, cognition and learning needs, deaf/blind-multi sensory impairment, deaf and hearing, physical and neurological impairment and visual impairment

Where a child needs support from a number of services we have set up teams of professionals to work together and co-ordinate targeted support for children. These are called **Teams around the Family.**

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

2016/2017 Training:

- Attachment Training
- Diagnostic Assessment of Number
- Autism and producing written work
- Autism in PE
- Precision monitoring
- Attachment and ODD
- Protective Behaviours
- Bereavement and loss
- Mental Health First Aid Training
- Early Literacy Fun
- Word Wizards

- Boxall Profile Training

2017/2018

- Resilience training
- Emotional regulation
- Introduction to sign language Woolgrove
- Anxiety Training
- Improving the School Experience for a Child with ASC Woolgrove
- Autism in girls
- Pathological Demand Avoidance Training
- Sprite
- AET Tier 1 Making Sense of Autism
- Social Stories training
- STEPs Tutor Training
- My World and Me
- My Time

2018/2019

- TA training for OCR level 5 specific learning difficulties
- Word Aware Training for all staff (delivered by Assistant Headteacher for Inclusion and Speech and Language Therapist)
- Steps whole school approach (delivered by Assistant Headteacher for Inclusion and a member of the Pastoral Team)
- Anxiety in the Early Years
- Sensory Circuits
- SMART Target training
- Protective Behaviours

2019/2020

- SCERTS training with a focus on Social Communication
- Growth Mindset Training and further development of resilience
- STEPS- refresher with focus on unpicking and understanding behaviours
- Understanding Sensory Processing Disorder
- STEPS delivered to parents

2020/2021

- Trauma and Attachment training
- Level 1 Mental Health Training
- Zones of Regulation
- MindEd modules
- STEPS-refresher with a focus on Recovery Curriculum and relationships
- CPOMs as a tracking tool
- ADHD training
- Use of visuals to support children with speech and language difficulties

2021/2022:

- STEPS- refresher with a focus on relationships and unpicking behaviours
- Sensory Processing Disorder

- In house Autism Training with a focus on areas of need
- Sensory Circuits- in house training
- Anxiety and Autism
- Pupil Voice
- Autism and Reasonable Adjustments
- Autism in Girls
- Autism and Demand Avoidance
- Goal Based Outcomes
- Early Years Autism Training
- SPLD Reading, Writing and Maths Assessments

2022/23

- STEPS- refresher with a focus on relationships and unpicking behaviours
- Group Dynamics
- Emotional literacy
- Visual Coding
- SMART Targets training for Individual Support Plans
- SPLD Training for Tas working with individual children
- Pathological Demand Avoidance
- Kindness principle

2023/2024

- Trauma and Attachment Training for all staff
- Reading- interventions to support progress in reading fluency and comprehension
- Further development of vocabulary
- Class dynamics
- Mental Health Support Team- training in school
- Paul Dix training on relational practice and building relationships with pupils.
- Literacy Gold- online reading and spelling intervention.
- Widget- Communication in Print.

2024/2025

- Staff training in Provision Map- Individual Support Plans, Pupil Passports and parental meeting notes.
- Staff training in reasonable adjustments to support pupils.
- MHST coffee mornings
- Refresh training on Visual Coding
- Moving and Handling training

2025/2026

- Staff training on logging provisions on Provision Map
- Staff training on reasonable adjustments to support pupil progress
- Therapeutic Thinking Paperwork to analyse behaviour
- MHST training on Emotional Based School Avoidance
- SEND – ISP/One Page Profiles

Plans for 2026/27

- Staff training for Clicker
- Strengthen teachers' confidence in adaptative teaching
- New staff training for Provision Map
- Developing and implementing the Inclusion Strategy
- Relational Practice Training

Individual teachers and teaching assistants attend externally run training courses according to the needs of the children they are working with or their own personal needs.

The Assistant Headteacher for Inclusion (SENCO) has the National Award for SEN qualification and the ELKLAN level 3 certificate in supporting 5-11s with speech and language. She attends termly briefings delivered by Hertfordshire County Council regarding policy and practice.

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

In addition to curriculum workshops open to all parents, we will support you in the following ways:
- At review meetings, regardless of the level of support you are receiving in school, we will suggest ways in which you can support at home
- We will advertise parent workshops and training courses on our website
- We will invite you to meet with relevant specialists working with your child
- We will invite you to relevant workshops

In 2019 we started a **Parent/Carer Support Group**. It provides services, which parents think will be helpful e.g. visiting speakers, information on community events and services, peer support etc.

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

As soon as there are concerns about your child, you and your child will be involved in discussions about his/ her education. This could be in a face-to-face meeting, on the telephone or by email.
According to the level of need and additional provision, your views will be recorded and incorporated into Provision Map, Individual Plans and Education Health Care Plans.
All parents and children at Oughton are encouraged to play an active part in the school community.

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

All teachers planning trips and activities consider the needs of our pupils with Special Educational Needs and Disabilities and adapt provision accordingly. We will consult you and your child and respond flexibly with personalised adjustments to enable them to participate fully in school life. Examples may include:

- providing ear defenders
- Run through of the day leading up to trips
- Extra discussions and social stories about what may happen on the trip
- adapting sports day activities for children with physical/sensory difficulties
- allocating an additional member of staff to a child to ensure they are safe

Please contact the school if you are worried about your child participating in any advertised trips or activities.

How accessible is the school environment?

The school building is wheel chair accessible and there are ramps strategically placed throughout the building. There are also disabled changing toilet facilities and a lift in the main hall.

Who can I contact for further information?

If you wish to find out about your child's progress, please contact your child's class teacher through the school office. Telephone: 01462 450716
If you wish to find out more about SEND provision in Oughton or would like further advice about your child, please contact Caroline Phillipson, Assistant Headteacher for Inclusion by email admin@oughton.herts.sch.uk or by telephone: 01462 450716.

If you wish to make a complaint, please refer to the Complaints policy on our website.

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?

Transition between schools is very important and we work closely with local schools to make sure your child settles in well and is prepared to move on to secondary school. Transition between classes is also important.
When we know your child has a place here, our SENCO/Assistant Headteacher for Inclusion will talk to the SENCO/ Assistant Headteacher for Inclusion at your child's current school. Any Individual Plans or relevant information will be given to us. She will arrange to meet with you and your child and to observe him/her in class
They will attend any transition meetings with specialist professionals. Together we will draw up a transition plan. This could involve:
- Your child visiting our school several times at different times of the school day and when it is empty/ full
- Creating a transition booklet showing pictures of our school and staff to talk through at home
- Introducing your child to key members of staff
- Arranging for specialist equipment to be installed
- Arranging for professionals already working with your child to visit a few weeks after your

child has been with us to advise us on strategies and provision.
All pupils with SEND at our school have a ***One Page Profile*** .This way they can express how they learn best and any worries they may have. In addition to this your child may need to visit his/her new classroom a few times and to spend time with his/her new class teacher.
In Year 5 we will advise you to start looking at ***secondary schools*** for your child. Mrs Phillipson can accompany you on these visits or help you to arrange a meeting with the secondary school SENCo/Assistant Headteacher for Inclusion.
When the secondary school place is confirmed we can arrange extra transition visits for your child at different times in the school day, arrange for them to meet key staff and to create a transition passport. We also invite relevant secondary school staff to review meetings so that they can better understand your child's needs. We have good links with all local secondary schools.
During Year 6, all pupils are taught to become more independent. Life skills targets could be incorporated into your child's Individual Plan.
Over the summer term the secondary schools in Hitchin provide transition activities for vulnerable pupils e.g. extra curricular sports activities. We can put forward your child's name to attend these.

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

The school is allocated resources to support children with additional needs, including pupils with Special Educational Needs and Disabilities. This is calculated according to a National Formula.
At Oughton we prioritise areas of need for groups of children within our school as well as for individuals. Our budget is spent on:

- Teaching Assistant salaries
- SEND staff training
- Resources for teaching individuals and small groups
- Specialist equipment
- Buying services from specialist advisory teams
- Our Pastoral Support Worker
- Extra teacher intervention
- Speech and Language Therapist (one day a week)

The Assistant Headteacher for Inclusion prioritises need with the Head teachers and governors through strategically analysing attainment data and knowledge of individual needs.

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

We are a caring school. We care about all our children with Special Educational Needs and will do our best to help each child according to their needs.

Your views and your child' s views on what resources he/she needs will be taken into account at all stages of discussion regarding your child's progress (See Question 1).

The views of any specialist professionals and staff working with your child will also be taken into account.

The Assistant Headteacher for Inclusion will make a decision based upon all the information. This will take into account what the school can reasonably offer in line with identified school priorities.

The Headteacher and Governing Body have the final say on how resources are allocated.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

For information on what the Local Authority has to offer, please refer to the following website:
www.hertsdirect.org/localoffer