

Aycliffe Drive Primary School

SEND Information Report

2025-2026

To be reviewed April 2026



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Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The report complies with Section 69(2) of the Children and Families Act 2014 Regulation 51 & schedule 1 of the Special Educational Needs and Disability Regulations 2014.

All schools are supported to be as inclusive as possible, with the needs of pupils with (SEND) being met in a mainstream setting wherever possible.

Aycliffe Drive Primary School is a fully inclusive mainstream school and our aim is to

- raise the achievement of all children, including those with a learning difficulty, disability, disadvantage or special educational needs;
- recognise and assess additional needs, putting appropriate and timely intervention in place to ensure that everything is done to remove barriers to learning at the earliest opportunity;
- personalise provision to enable all children to achieve their full potential;
- involve parents and carers in the decisions affecting their child's education;
- seek children's views at all stages of their education.

In order to achieve these aims we will ensure that:

- all adults have the highest aspirations for every child;
- provision is responsive and well matched to children's needs;
- extended services provision makes a difference to outcomes for children and their families;
- pupils' views are used to inform school improvement planning;
- every child is able to access all areas of school life.

What kinds of special educational needs are provided for at Aycliffe Drive Primary School?

Provision is made to meet the needs of children with SEND in the four areas of:

Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (Code of Practice 6.28)</p> <p>Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (Code of Practice 6.29)</p>
Cognition and Learning	<p>Cognition covers all learning skills – ability to process information, reason, remember and relate. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. (Code of Practice 6.30)</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.(Code of Practice 6.31)</p>
Social, Emotional and Mental Health Difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (6.32 Code of Practice)</p>
Sensory and Physical Needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. (Code of Practice 6.34)</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers (Code of Practice 6.35)</p>

What should I do if I think my child has special educational needs?

If you have any concerns regarding your child's progress or well-being then please speak to your child's class teacher. If your child has special educational needs or if you have concerns that they may have, you can also contact Miss Fitzsimmons via the school office.

How does the school know if my child needs extra help?

At different times in their school life, a child may have a special educational need (SEN). The Code of Practice 2014 defines SEN as follows:

"A child or young person may have SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEN. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments.

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





All children are provided with differentiated approaches and learning arrangements as part of high-quality teaching. If a child is identified as having SEND, we will provide personalised, additional support intended to overcome the barrier to their learning.

When providing personalised, additional support we engage in a four-stage process: Assess, Plan, Do and Review.



While the majority of children with SEN will have Education, Health and Care needs assessment to Authority to make provision in accordance with the

their needs met in this way, some may require an determine whether it is necessary for the Local Education, Health and Care Plan.

	<p>Class teachers will make regular assessments of pupil progress. In addition to this specific assessments may be carried out by a member of the inclusion team, as appropriate. Parents, carers and children's views will also be taken into consideration.</p>
	<p>Having identified the barriers to learning, intended outcomes will be planned and additional support identified and implemented. Additional provision to be put in place will be recorded on a class provision map.</p>
	<p>Support is provided by our experienced staff or by use of additional learning resources.</p>
	<p>Impact of the support provided will be measured and changes to the support will be made. All of those involved – the child, their parents or carers, their class teacher, teaching assistants (TAs) and the inclusion team contribute to this stage. This then informs the next cycle. Pupil Progress meetings are held every term involving the class teacher, inclusion team and head teacher to discuss pupils' progress and next steps.</p>

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

Parents are invited to Termly Consultation Evenings in the autumn and spring term where they are able to talk through their child's progress and development with the class teacher. Once a year, parents of pupils who have special educational needs will be invited to a longer meeting with Miss Fitzsimmons. In addition to this, parents are always welcome to come & discuss their child's needs with either the class teacher or a member of the Inclusion Team. An appointment can be made by contacting the school office. Parents are encouraged to be actively involved in all stages including planning, delivery & review. The aim is to develop the intervention for the child with parents carrying out supportive activities at home with their child on a regular basis.

How will the staff at Aycliffe Drive support my child?

The Head Teacher has overall responsibility for provision for children with SEND.

The school has a designated Inclusion Leader (Katie Fitzsimmons) who is responsible for the leadership and day-to-day management of SEND provision. Additionally, the inclusion team also comprises of an Emotional Literacy Support Assistant and Mental Health Lead (Helen Rumph) and a Speech and Language Specialist Support Assistant (Lisa Staines).

- All pupils have access to High Quality teaching in class.
- The curriculum is adapted to meet the needs of all children.
- Following specific assessments, additional 1:1 or small group support is to be provided by the Inclusion Team.
- Every class has time with a teaching assistant or HLTA, who works closely with the class teacher and Inclusion Team to make reasonable adjustments in class to meet individual pupil needs.
- Teachers meet termly with the inclusion team to discuss the needs of children with SEND in their class.
- At these meetings, provision is reviewed and changes made as appropriate.
- In some cases the school will access support and advice from outside agencies.

How will I know how my child is doing?
How will the school help me to support my child's learning?

At Aycliffe Drive we have an open door policy. The class teacher and the inclusion team are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and at home so that similar strategies can be used.

A home-school contact book may be used to support communication when this has been agreed to be useful for you and your child.

Your child's progress will be continually monitored by his / her class teacher and this will be reviewed formally at a termly SEND review meeting. As part of this process you will be able to access your child's online provision plan and add your views/ comments to the review process. Every parent has an online code to access this.

Parent teacher consultation evenings are held twice a year to keep parents informed of their child's progress and any difficulties they are having. In addition to this, a third meeting will be offered to parents whose child receives SEN support. At these meetings you will also have the opportunity to discuss your child's special educational needs with the class teacher and a member of the inclusion team.

If a child has more complex, special educational needs you may be asked to attend regular review meetings with the class teacher and INCo. If a pupil has an Education, Health and Care Plan, issued by the Local Authority, a yearly review meeting will be held.

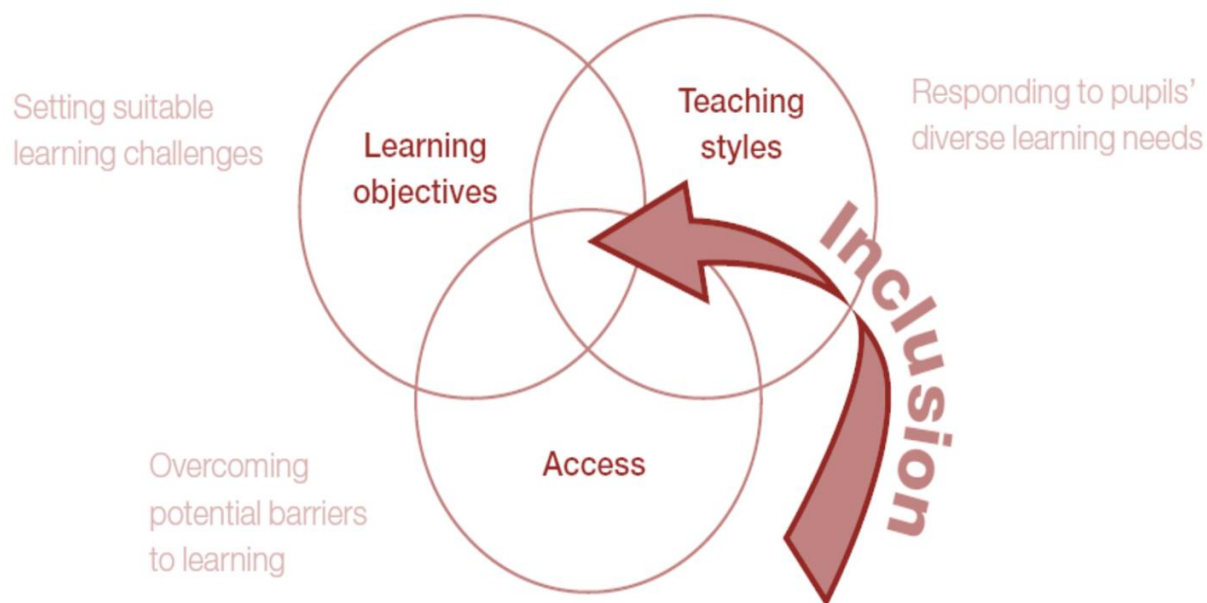
If at any time a parent has concerns, they can contact the office to arrange a meeting with a member of the Inclusion team.

What is Aycliffe Drive's approach to teaching, learning and development of children with special educational needs?

At Aycliffe Drive we recognise our responsibility to provide a broad and balanced curriculum for all children.

Class teachers will:

- set suitable learning challenges;
- respond to children's diverse learning needs;
- overcome potential barriers to learning by carrying out assessment for individuals and groups of children.



Curriculum planning for children with SEND will take account of the type and extent of the difficulty experienced by the child. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. A smaller number of children may need access to specialist equipment and approaches or to alternative or adapted activities, following advice and support from external professionals. Teachers and learning support assistants will, where appropriate, work closely with other agencies that may be supporting the child.

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

At Aycliffe Drive we pride ourselves on the positive, nurturing atmosphere within the school. This is often commented on by visitors to the school. We follow a therapeutic approach to behaviour management (Therapeutic Thinking). We have 3 trained Steps tutors (Miss Fitzsimmons, Mrs Horne and Miss Rumph) and all staff are trained in this approach. Training is updated yearly.

All Children in the school are encouraged to treat each other equally and to look after each other. Towards this end "Buddy Groups" take place regularly where children work on a small project across the age-groups and classes. This impacts their understanding of each other at different ages and stages of their development. As children go through the school they are given leadership roles, which encourage them to look after each other through the school at lunchtime, again developing a sense of maturity and responsibility. We have additional social skills groups and 1:1 sessions with our Emotional Literacy Support Assistant (ELSA), for those children who need input in responding to each other appropriately or where their own emotional well-being may affect those around them.

We recognise that some children may have additional emotional and social needs that need to be developed.

For children who need further support we offer a range of interventions, including social skills groups, counselling, Zones of Regulation, Protective Behaviours and Lego Therapy.

Pupils with Special Educational Needs have a 'pupil passport' that holds information for staff regarding such things as emotional triggers and particular routines that provide emotional stability. This profile moves from one class to another along with the child in order to achieve continuity. Medical needs are also identified.

If a child needs extra support, the INCo will access support from external agencies with the permission of the parents or carers.

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

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the consent of parents or carers.

Aycliffe Drive has developed effective partnerships with external support services and these play an important part in helping the school identify, assess, plan and make provision for all pupils with additional needs.

These services include:

- Educational Psychologist
- Speech and Language Therapist
- Specific Learning Difficulties Base
- Occupational Therapist
- Advisory teachers
- School Nurse/Health Visitor
- Attendance Improvement Officer
- Children's Services
- School Counsellor
- Parent Listener
- Child and Adolescent Mental Health service (CAHMS)
- Play Therapy
- Behaviour Support Team
- Outreach Service from Collette School
- Intensive Family Support
- DESC

What training is in place for the staff supporting children with SEND?

- Staff attend weekly staff meetings and regular INSET which sometimes have a SEND focus.
- The inclusion team carry out staff training when it is necessary and we regularly access training from outside agencies e.g Speech Therapy, Educational Psychology, Cognition and Learning Team. In recent years staff have received training on; supporting children with speech and language difficulties, supporting children who have difficulty with working memory, working with children who have an autistic spectrum disorder and more recently supporting those with hearing aids, Down Syndrome and Makaton.
- In addition to this many of our staff have attended specific training held by the local authority. This training is often specific to particular need of a child they work with e.g hearing impairment, autism, dyslexia, etc.
- All staff have received first response first aid training and are regularly updated on how to care for children with specific medical needs e.g. asthma, allergies and diabetes.
- All teaching staff have had Therapeutic Thinking training which includes de-escalation.
- All staff received Tier 2 Autism training with some staff being trained at Tier 3.
- Many of our staff, particularly in early years, have attended more in depth paediatric first aid training.
- Miss K Fitzsimmons has a Post Graduate Certificate in supporting children with specific literacy difficulties (Dyslexia) and has completed the Gina Davis Attention Autism training.
- Mrs L. Staines is qualified in Elklan Language Development.
- Miss Fitzsimmons and Mrs Staines have completed training on the Nuffield Early Language Intervention.
- Miss Rumph is trained to deliver Lego Therapy and is a fully qualified Emotional Literacy Support Assistant.
- Miss Fitzsimmons is trained as a DESTY Island mento for supporting emotional resilience.

How are facilities that are available accessed by children with Special Educational Needs & Disability?

- The school is fully compliant with the requirements of the Disability Discrimination Act.
- We ensure that wherever possible, equipment used and learning activities are accessible to all children regardless of their needs and pro-actively we encourage children's interests and talents.
- Extra-curricular activities are accessible to all children, including those with SEND.
- Please contact Miss Fitzsimmons (INCo) if your child has any specific requirements.

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

It is the schools policy that all children regardless of their needs are fully included in all activities and school trips. If there are concerns about how a child may access a particular activity or trip it will be discussed with parents and the INCo. Full risk assessments are carried out prior to all school visits and the special educational needs of the children are taken into consideration as part of this. Recommended pupils to adult ratios are always adhered to and often exceeded, particularly with the younger children. If a child has a level of need which requires them to have full time one to one support in class then this will also be the case out of the classroom.

What are the admission arrangements for children with SEND?

If you are wanting to enrol your child into Aycliffe Drive School please contact Admissions on 0300 1234 043 or online via

<https://beta.hertfordshire.gov.uk/services/schools-and-education/school-admissions/school-admissions-and-transport.aspx>

by clicking (on the green box) “Apply for a Primary, Junior or Middle school place” and follow instructions. There will be a place to indicate special education needs.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

- If you are considering sending your child to Aycliffe Drive Primary School, it is essential that we are fully informed of any special educational needs they have prior to arrival. This will ensure that we are fully equipped to meet their specific needs when they begin school.
- Every pupil with additional needs will have their own pupil passport, highlighting their strengths, needs and provision. This will be added to every year and will follow the child from class to class.
- During years 5 and 6 your child will be priority for outside agency support where it is necessary for secondary transfer. The INCo will liaise with the INCo/SENCo in the receiving school in order to ensure that they are well informed of your child’s needs. Staff from the receiving school will visit all pupils in school. On occasion a member of staff may accompany your child on additional visits to their new school in order to prepare them for transition.
- If your child transfers schools mid-year we will do everything necessary to ensure a smooth transition. It is expected that parents will support the school in line with the school’s transition policy.

Who can I contact for further information?

Mrs. K Atkinson - Head Teacher

Miss K. Fitzsimmons - Inclusion Coordinator

Miss H. Rumph – Mental Health Lead and E.L.S.A

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?

The Local Offer is information provided by Hertfordshire County Council (Local Authority) about services available in your local area for parents/carers, children and young people aged 0 – 25 with special educational needs and disabilities (SEND). It will enable you and/or your child to make informed choices around child care, social care, education and health and improves choice and transparency for families.

You can view the authority's Local Offer online at:

[The Hertfordshire SEND Local Offer](#)