



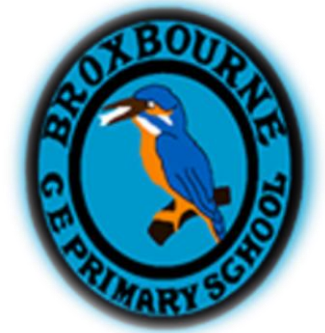
SEN INFORMATION REPORT (School Offer)

Revised November 2025

Every child, regardless of their abilities, has the right to feel valued, supported, and understood in the classroom.

Students with Special Educational Needs (SEN) enrich our schools with their unique perspectives, and it is through inclusion, compassion, and tailored support that we can help them thrive and reach their full potential.





Welcome to our SEN Information Report, this report enables us to share with you how we approach Special Educational Needs and Disabilities and how children benefit from a coordinated approach from all school staff.

Our SEN information report should be read in conjunction with our SEND Policy, available on the school website and the DfE: SEN Code of Practice 2015 ([link on school website](#))

We have answered key questions which aim to outline how special educational needs will be identified and support at our school.

How does the School know if the children need extra help?

Teachers assess children continuously through a combination of informal and formal methods activities are adapted to meet the needs of individual children who may need additional support or those who need additional challenge



Some children may occasionally require additional individual or small group support to enable them to remain on track with their peers



Strategies used for additional support are recorded on the class provision map which is reviewed by staff at the beginning of every half term and the impact of interventions are evaluated.



If a child is not making anticipated progress despite interventions this may be indicative of a deeper underlying barrier to learning requiring further investigation which may involve seeking advice from external professional bodies



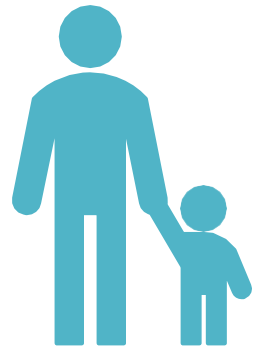
If we feel your child may have additional needs that are impacting their academic or personal progress, we will invite you in for a meeting to share our concerns, listen to any concerns you may have from home, talk through any additional support your child may receive, suggest ways to support at home. We may ask permission to seek advice from external agencies.

The SEND Code of Practice, 2015 states that “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

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



If you have your own concerns regarding your child's educational needs, you are encouraged to make an appointment to discuss these concerns with your child's class teacher and/or SENCo, Mrs O'Dowd, at any time



You can contact your child's class teacher and/or Mrs O'Dowd via the school office.

How will the school support my child?

In collaboration with parents and where appropriate the child, a plan of provision to address the needs is formed, this may involve prioritising some short-term targets to meet the long-term goals

The level of support to be provided within and outside normal lessons and who will be responsible for delivering of the support and its frequency will be recorded on an Individual Support Plan (ISP)

If external professional support is required such as speech and language therapy or specialist advisory teachers, then a request will be made with parental consent

Parents will receive feedback from any professional advice

The class teacher is responsible for the teaching and learning of all children in for his/her class and are responsible for the implementation of the ISP.

The SENCo is responsible for co-ordinating all the support for children with SEND and developing the School's SEND policy to ensure all children get a consistent, high-quality response to meeting their needs in school.

The Head Teacher is responsible for the day-to-day management of all aspects of the School, and this includes the support for children with SEND. The Head Teacher makes sure that the School's Governing Body is kept informed about any progress/concerns in school relating to SEND.

The School has a Governor who is responsible for overseeing the SEND provision in the School, and they must make sure the Governing Body is kept informed about any progress/concerns in the school relating to SEND

How will I know how my child is doing?

Termly parent consultation evenings where teachers discuss the progress of children give valuable feedback regarding the success of intervention

Annual written reports are also provided for all children

For children receiving SEN Support - additional meetings are held with the teacher (and if required the SENCo) to discuss progress against the child's individual targets and the agreeing of new targets.

Additional meeting to feedback on recommendations from any external professional advice will also be held and a copy of any reports will be sent home.

If required, an SEN home/school communication book will be used

Regular contact with parents is vital and parents may always make an appointment to see their child's teacher or the SENCo.

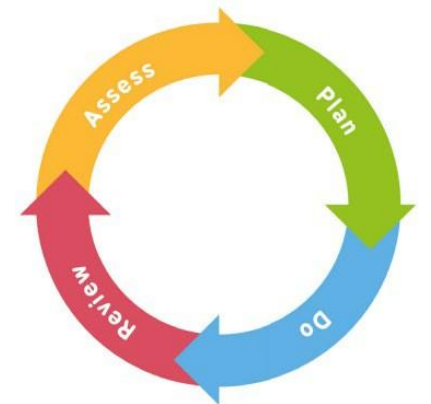
How will the school's approach to teaching and learning be matched to my child's needs?

Quality First Teaching : Each child's education will be planned by the class teacher, taking into account your child's preferred learning style. All lessons will be appropriately adapted to suit the needs of each child. This may include additional general support by the teacher or teaching assistant in the class. All children will be given the opportunity to review, consolidate or develop their understanding within a lesson.

Additional Need : If assessments show that a child's needs relate to more specific areas of learning then the child may be included in an intervention group (School Support). This may be led by the class teacher or teaching assistant. The length of time the intervention runs will vary according to the need but will be monitored regularly. All interventions will be reviewed by the Class teacher to assess the effectiveness of the provision and to inform future planning.

SEN Support : If the review of interventions show that the child is not making targeted progress or the child has a higher level of needs, then the child is identified as requiring SEN Support. This process will require a meeting at least every term with the child's parents/carers, child (if appropriate) and teacher to identify targets, plan how they would be achieved and review the impact they have had.

Complex needs : If a child's needs are more complex, a formal assessment for an Education, Health and Care Plan can be requested and undertaken if deemed to meet LA criteria.



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

- Some children may have social and emotional difficulties which may form barriers to learning and affect their confidence.
- We follow a structured PSHE programme (Jigsaw) that incorporates mindfulness
- We are a therapeutic thinking school
- Pupil voice and pupil conferencing is undertaken on a regular basis.
- Staff listen to children and, where appropriate, a key adult will support the child.
- Additional support is given to children who find aspects of the school environment challenging.
- Referral to appropriate external agencies as necessary, e.g. CAMHS or The School Nurse
- Other options could include the use of a Families First Assessment to support the whole family in managing a child's needs.
- Children with medical or physical needs will be supported appropriately to ensure any barriers to learning are minimised
- Our medical needs, behaviour and anti-bullying policies can be found on our school website.

Our Mental Health Lead is Miss Clifford, you can contact her via the school office



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

Our SENCo is an experienced teacher and has obtained the NPQ in SEN Coordination.

She is enrolled on and regularly attends training to ensure her knowledge of SEND remains up to date.

The School has a training plan for all staff to improve the teaching and learning of children including those with SEND.

This includes whole staff training on needs such as ASD, ADHD, mental health and speech and language difficulties.

Our SEND Team comprises of:
SENCo Mrs O'Dowd
SEND Assistant Mrs Wilson

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

Speech and Language Therapy Service

Specialist Advisory Teachers Service

Family Support Worker

School Nursing

Rivers Education Support Centre (ESC)

Middleton Outreach Support

Strength in Mind

If the school needs the support of outside professional advice in order to meet the needs of a child more effectively then, with parental approval, this will be requested.

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

If your child is in receipt of SEN support, then you will be invited to at least one focussed review meeting per term to discuss progress against targets and the setting of new targets. You are welcome at any time to discuss current needs and support strategies that can be implemented in school and at home.

In addition to these will be the usual termly parent consultations and the annual school report to parents.

There may also be more frequent communication as required through a communication book or Tapestry, during handover at the gate or through additional meetings related to observation/consultation visits by external professionals.

Periodically we offer parent workshops focussed on supporting topics such as transition, eating and online safety.

SEN parent coffee mornings are also hosted at Broxbourne to ensure parents develop a network of support in the parent community, sharing ideas, strategies and just having a chat!



How does the school enable constructive partnership working with families?

It is essential that parents are involved at all stages of the SEN support process.

Following initial discussions on identification of a need, a support programme with targets will be set.

Parents will be invited to regular planned discussions on progress and the future direction of the support.

If external professionals visit your child in school, you will be informed and either invited for a meeting or the professional will phone you directly to discuss their findings.

During termly reviews of progress, the views of the child are sought.

Children will be actively involved in the process, at a developmentally appropriate level.

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

We always endeavour to include all children in all sports activities, educational trip and other events.



For any school trip, when required, a risk assessment will be completed by the class teacher and children's individual needs will be considered.



Reasonable adjustments will be made dependent on a child's needs. This may involve a discussion with parents/carers.



How accessible is the school environment?



We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act, 2010.

Who can I contact for further information?

The first point of contact is always the class teacher. For children with SEN then it may be appropriate for joint meetings with the teacher and the SENCo



The SENCo at Broxbourne, Mrs. O'Dowd, has undertaken full accreditation training in this role. She is responsible for initiating the involvement of any external professionals and for overseeing the administration and monitoring of all children receiving SEN support.

If parents are unhappy with the support being provided for their child, then they may wish to discuss this with the headteacher.



If a concern remains, then parents may follow the complaints procedure to be found on the school website.

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

For children with existing identified SEN joining the school, the SENCo will contact the SENCo at the child's previous school to ensure all information and support plans are effectively transferred.

With children in Early Years, staff will pay home visits and visit the child in their setting in order to assess the level of need and support which may be required at Broxbourne.

In the summer term we have transition sessions so children become used to the environment they will be moving to. The need for additional support is considered, and transfer discussions take place between the teachers and support staff concerned.

When children with SEN transfer to secondary school the teacher and SENCo will meet with the SENCO from the secondary school to transfer all necessary information. Usually, the SENCo at the new school will meet with parents and invite the child to visit the school prior to the main induction day.



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

The school receives a small budget for SEN provision.

The funding provided does not cover the full cost of our SEN support staff and resources. Governors try to ensure that sufficient funds are budgeted to meet the needs of SEN Support based on the needs across the school community.

This funding is used for the employment of support staff to assist children with SEN and to provide additional resources that may be required to aid their learning beyond the resources commonly used by most other children.

To meet some children's needs, additional funding may be required. This is allocated either by Local High Needs Funding (LHNF) or by the Hertfordshire SEN team at the point of a child's EHCP being formalised. This is then reviewed annually and the need reassessed. It is not commonly promoted or advised for children with SEND to have 1:1 support in the form of an additional adult. For some children this is a beneficial resource in order to deliver highly personalised curriculum and provision outside of what is ordinarily available as part of high-quality teaching and reasonable adjustment. The SENCO in conjunction with Head teacher will plan for how EHCP funding will be spent to best meet the needs of the child based on advice and current research.

How are decisions made about the range of support my child will receive?



When a child's needs are initially identified, a discussion takes place between teachers, parents and, where appropriate, the child. At this meeting desired outcomes for the child will be discussed and the provision or support that the child needs to meet these outcomes will be agreed.



School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise.



It is important that parents and children are fully involved in decisions about support and provision. Decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and children. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision-making process.

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

Further information on the Local Offer of services and provision for children and young people with special educational needs and disabilities within Hertfordshire parents can be found at:

www.hertsdirect.org/localoffer.

For further advice and support please contact SENDIASS

<https://www.hertssendiass.org.uk/home.aspx>



This offer is accurate now, but services are regularly reviewed and could change.

All information will be updated as soon as possible to reflect any new service offer.