Belswains Primary School

SEND Information Report

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Autumn 2026

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Contents

1. What needs does our school support?
2. How do we identify and assess SEND?
3. What should parents do if they are concerned?
4. How is teaching and support provided?
5. How do we plan, assess, and review progress?
6. How are parents and pupils involved?
7. How do we support wellbeing, behaviour, and attendance?
8. What specialist spaces and interventions are available?
9. What external specialists can we work with?
10. How are medical, personal care and sensory needs met?
11. How do we ensure access, inclusion, and participation?
12. How do we manage transitions?
13. How are support and resources decided and funded?
14. How do we monitor effectiveness and develop staff expertise?
15. How do we support children looked after?
16. Where can parents get advice or raise concerns?
17. Key terms and useful links

1. What needs does our school support?

Belswains is a mainstream primary school that provides for a wide range of special educational needs across the four broad areas described in the SEND Code of Practice. Children may have needs in more than one area:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including general learning difficulties and specific learning difficulties such as dyslexia.
- Social, emotional, and mental health (SEMH), including difficulties with emotional regulation, anxiety, and attention.
- Sensory and/or physical needs, including hearing or visual impairment, sensory processing differences, and physical disabilities.

A diagnosis is not required before reasonable adjustments or SEN Support can begin. Similarly, a diagnosis alone does not automatically mean a child requires additional SEN provision. We assess each child's individual needs and consider what is necessary to help them access learning and school life.

2. How do we identify and assess SEND?

We use early identification, ongoing assessment, and close partnership with families. This starts with admissions discussions, home visits and transition information from nurseries or previous schools.

Class teachers assess and observe children as part of everyday learning and raise emerging needs promptly.

- Information from parents and carers, pupil views, class teachers, and support staff.
- Attainment, progress and wider developmental assessments, including Reception and early years assessments.
- Observations of learning, communication, interaction, sensory needs, attendance, and emotional wellbeing.
- Standardised or targeted assessments and CAPPS tracking where appropriate.
- Advice from speech and language therapists, specialist advisory teachers, the school nurse, educational psychologists, and other professionals where relevant.

Slow progress alone does not necessarily mean a child has SEND; other factors, including English as an additional language, must be considered. Where progress or access remains a concern, staff work with the SENCO to decide whether SEN Support is appropriate and what further assessment is needed.

3. What should parents do if they are concerned?

Please speak to your child's class teacher first. The class teacher has day-to-day responsibility for the child's learning and will work with the SENCO when further assessment, planning or specialist advice may be needed. Parents can request a SENCO meeting through the school office. We welcome information about what works at home and the priorities that matter to families.

4. How is teaching and support provided?

All pupils are entitled to high-quality, inclusive classroom teaching. At Belswains this includes adaptive teaching and Hertfordshire's Ordinarily Available Provision (OAP). Teachers remain accountable for pupils' learning and progress, including when learning support assistants or specialist staff provide additional support.

- Clear instructions, explicit modelling, repetition, flexible questioning, and checks for understanding.
- Visual timetables, now/next boards, task trays, communication aids, and predictable routines.
- Pre-teaching, vocabulary support, scaffolded tasks, practical resources, appropriate challenge, and opportunities to revisit learning.
- Movement and sensory breaks, quieter spaces, adjusted seating or equipment and flexible learning arrangements.
- Assistive technology, including Clicker and Widgit-supported visuals where appropriate.
- Targeted interventions, individual support, small-group teaching, and specialist programmes when assessments indicate these are needed.

Additional targeted support may include Read Write Inc. phonics, Rapid Readers, language groups, Fun with Sounds, speech and language programmes, sensory stories, intensive interaction, and other interventions suited to identified needs. These approaches are reviewed for impact rather than offered as an automatic entitlement to every pupil.

5. How do we plan, assess, and review progress?

Belswains follows the graduated approach of Assess, Plan, Do, Review (APDR). The class teacher and SENCO identify needs, agree outcomes, implement strategies, and review what difference the provision has made. Children receiving SEN Support usually have a Pupil Support Plan (PSP) with a small number of personalised SMART targets, clear starting points, and planned strategies. PSPs are reviewed at least termly, with more frequent adjustments when required.

We use work samples, teacher assessment, pupil and parent feedback, observations, Sonar Tracker information and CAPPS assessments where appropriate. Class provision maps record interventions and support; the SENCO monitors provision across the school. For pupils with EHCPs, provision must reflect the plan, and statutory annual reviews are arranged in partnership with families, pupils, and relevant professionals. Parents may request discussion sooner whenever circumstances change.

When support through the graduated approach remains insufficient, we may discuss requesting an Education, Health, and Care needs assessment from Hertfordshire County Council. The local authority decides whether to assess and whether to issue an EHCP.

6. How are parents and pupils involved?

We value parents and carers as partners. Our arrangements include informal communication, planned class teacher meetings, termly PSP reviews, annual reports, SEND planning discussions, parent workshops, and SEND family engagement activities such as coffee mornings. Where appropriate, the SENCO and class teacher meet families together to review support.

For pupils with EHCPs, Belswains also offers dedicated daytime meetings with the SENCO and class teacher in addition to the formal annual review process. Families can discuss work, progress, achievements, targets, and concerns. Home–school communication books may be used where individually agreed or specified in an EHCP.

We seek children's views in a way they can access, including conversations, visuals, observations, communication aids, and the support of adults who know them well. Their preferences, strengths and aspirations inform planning.

7. How do we support wellbeing, behaviour, and attendance?

Belswains uses a Therapeutic Thinking approach which prioritises understanding the reasons behind behaviour, positive relationships, emotional safety, co-regulation, and proportionate, individualised responses. Support might include predictable routines, trusted adults, regulation or sensory spaces, emotional literacy, supported play, movement breaks and personalised therapeutic plans or risk assessments.

We offer suitable wellbeing interventions Drawing and Talking, or referrals and signposting to external support as available and appropriate. We work with families and relevant services where anxiety, emotionally based school non-attendance (EBSNA) or other needs are affecting attendance.

All pupils are expected to access a suitable education. In exceptional circumstances a temporary, time-limited, reviewed part-time timetable may be agreed in line with relevant guidance; it must not be used as a long-term substitute for the special educational provision a child requires. Arrangements are discussed with parents and include a clear reintegration plan.

8. What specialist spaces and interventions are available?

Alongside our mainstream classrooms, Belswains has additional internal provision and flexible spaces to enable children to receive individualised teaching, support, and regulation. Our provision includes:

- Bluebirds: smaller-group teaching room, structured routines, and targeted support for pupils whose needs currently require this.
- Hummingbirds: a flexible resource/provision space for children requiring additional support.
- Woodpeckers: a smaller teaching or intervention space.
- A sensory room and other calm or adapted spaces, used according to assessed need.

These are school-based provisions, not separate schools, or year groups. The curriculum and timetable are personalised and reviewed with reference to each child's needs, intended outcomes, the wider curriculum, and opportunities for inclusion with their peers. Access to any particular room or intervention is not automatic and is kept under review.

9. What external specialists can we work with?

Where appropriate, and usually following discussion with parents, Belswains seeks advice or involvement from relevant professionals and local services. These may include:

- Hertfordshire specialist advisory services, including the early years SEND team, hearing impairment, and visual impairment services.
- Speech and language therapy (SALT) and other NHS health professionals.
- Educational psychology, subject to local authority arrangements and capacity.
- Woodfield Outreach and other specialist-school outreach or advice.
- DESC (Dacorum Education Support Centre), including Haven support where relevant.
- Ask SALI, DSPL8 networks and Hertfordshire SEND services.
- Dacorum Family Services, school nursing, family support, children's services and suitable children and young people's mental health services.

Specialist involvement is subject to eligibility, service capacity and consent or statutory processes as relevant. Recommendations inform school provision and are considered as part of the graduated approach.

10. How are medical, personal care and sensory needs met?

We work with families and healthcare professionals to prepare and implement individual healthcare plans where needed. Staff receive appropriate first aid, paediatric first aid and condition-specific training according to their roles and pupils' needs. Arrangements can include allergy and anaphylaxis awareness, access to adrenaline auto-injectors, asthma support, and other individual procedures.

We plan for safe medicine storage, administration, and emergency responses in line with school policy. Children who need intimate care or toileting support receive individualised arrangements that safeguard privacy, dignity, hygiene, and independence, with suitable training and communication with families. Hearing or visual supports, assistive devices, environmental adjustments, and specialist advice are used as required.

11. How do we ensure access, inclusion, and participation?

Belswains aims to ensure that disabled pupils are not treated less favourably and makes reasonable adjustments under the Equality Act 2010. We consider adjustments to teaching, communication, physical access, equipment, lunchtime and playtime arrangements, clubs, trips, and enrichment activities. Off-site risk assessments and individual plans help pupils participate safely, with support matched to need.

Admissions arrangements for pupils with disabilities follow the school's published admissions arrangements and relevant statutory requirements. Where an EHCP names a school, the statutory admission framework applies. Families can discuss physical accessibility or specific access needs with the school office and SENCO. Details of planned accessibility improvements are set out in the school's Accessibility Plan, available from the school.

12. How do we manage transitions?

Transitions are planned to build familiarity, confidence, and continuity. Support may include home visits, information-sharing with nurseries and previous schools, parent meetings, extra visits, photographs, transition books, social stories, individual timetables and visits to new classrooms or settings.

Teachers share information about effective strategies and provision at each class change. The SENCO liaises with receiving schools, particularly for pupils with EHCPs or complex needs, and we can agree enhanced transition arrangements for secondary or specialist placements. Families are involved in planning where additional transition support is required.

13. How are support and resources decided and funded?

Support is allocated according to assessed need, the pupil's outcomes, statutory requirements, evidence from progress reviews, parental and pupil views, and specialist advice. Decisions are made by school leaders and the SENCO with class teachers and families, within the school's delegated resources and available additional funding.

This can include existing school resources and OAP, targeted school interventions, EHCP funding and, where eligibility criteria are met, applications for additional local authority funding such as Focused Intervention Funding. Funding decisions do not replace the duty to secure special educational provision specified in an EHCP. The exact level of support is reviewed in response to needs, progress, and impact.

14. How do we monitor effectiveness and develop staff expertise?

The SENCO, teachers and senior leaders evaluate progress and quality of provision using termly PSP reviews, CAPPS where appropriate, provision maps, pupil progress meetings, work scrutiny, learning walks, pupil voice, parent feedback, attendance patterns, and review of interventions. Findings inform school improvement and staff development.

Staff training is adapted to pupil needs and school priorities. Current development includes inclusive adaptive teaching, communication and language, autism, ADHD, emotional regulation, Therapeutic Thinking, sensory needs and use of Clicker and Widgit-supported resources. Staff access advice from specialists when pupils require specific approaches or equipment.

15. How do we support children looked after?

Children looked after, and previously looked-after children where applicable, receive the same inclusive identification, provision, and review processes as other pupils. The SENCO works with the designated teacher for looked-after children and relevant professionals so that SEND support and Personal Education Plan (PEP) targets are coordinated. Statutory requirements relating to EHCPs and reviews continue to apply.

16. Where can parents get advice or raise concerns?

Parents should first contact the class teacher; the SENCO can be contacted through the school office. We aim to resolve concerns through respectful, timely discussion and shared planning. If a concern remains unresolved, parents can follow the school's published Complaints Policy, including contacting the headteacher and then the governing board through the specified procedure.

Hertfordshire SENDIASS offers free, impartial information, advice and support about SEND, education and related processes. Families can also consult Hertfordshire's Local Offer for information about services, assessments, EHCPs and support available locally.

Useful links:

- Hertfordshire SEND Local Offer: https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx
- Hertfordshire SENDIASS: use the SEND Local Offer directory to access current contact details.
- SEND Code of Practice (0–25): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- School SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy and Complaints Policy: available from Belswains Primary School.

17. Key terms

APDR – Assess, Plan, Do, Review: the graduated cycle for SEN Support.

CAPPS – A school assessment and progress-tracking approach used where appropriate.

DSPL – Delivering Special Provision Locally; local SEND partnership arrangements.

EHCP – Education, Health, and Care Plan.

EBSNA – Emotionally Based School Non-Attendance.

ELSA – Emotional Literacy Support Assistant / emotional literacy support approach.

OAP – Ordinarily Available Provision: inclusive provision generally expected in mainstream settings.

PSP – Pupil Support Plan: individual targets and agreed strategies.

SALT – Speech and Language Therapy.

SENCO – Special Educational Needs Coordinator.

SEND – Special educational needs and disabilities.

SENDIASS – Special Educational Needs and Disabilities Information Advice and Support Service.

SEMH – Social, emotional, and mental health needs.

SMART – Specific, Measurable, Achievable, Relevant and Time-bound.

TAF – Team Around the Family.