

Little Munden C of E Primary School – SEND Information Report.

School Website: <https://www.littlemunden.herts.sch.uk/>

Abbreviations used in this report are as follows:

SEN - Special Educational Needs

SEND - Special Educational Needs and Disabilities

SENDCo - Special Educational Needs and Disabilities Co-ordinator

EHCP – Education Health and Care Plan

SEMH- Social, emotional and mental health needs

Meeting the needs of all pupils at Little Munden:

At Little Munden C of E Primary School, the Head teacher, teachers, and SENDCo frequently meet to discuss the progress of all pupils within the school. During these meetings, we will discuss any pupils presenting any needs that may act as a barrier to learning. With regards to any child showing SEND at our school, we will address these needs immediately to ensure they are able to access the curriculum to the best of their potential. This may be either through interventions within school around a particular area, or referrals to outside agencies who can give specialist advice and support.

1. How does Little Munden know if a child needs extra support?

According to the SEND Code of Practice (2020), 'A pupil has an SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Class teachers constantly monitor and assess the progress of children's learning. Any children who show an area of difficulty in an area of learning will be noted and interventions will be put in place. The senior leadership team and SENCo meet weekly to discuss any children who may be presenting needs and what to put in place for that child. We also have termly assessment meetings between the Head teacher and class teacher to discuss progress children are making. If a child is making little or no progress in an area of learning, interventions in school will be taking place, and/or outdoor agencies will be involved in providing support. Parents and carers will be informed of any support put in place.

2. What should I do if I think my child may have an SEND?

If you think your child may be showing they have SEND you need to arrange to meet with the class teacher to discuss your observations. You can do this at any point in the year but it can also be done either at a parents evening or a telephone/meeting appointment. Sometimes the SENCo will be present at the meeting if it is thought support for the child needs to be implemented.

3. How will the school staff support my child?

It is an education professional's duty to ensure every child has their learning needs met according to the SEND Code of Practice (2020). The class teacher is responsible for identifying needs a child may present and will explore different support methods to help your child the best they can. At Little Munden, class teachers will identify a child's needs and implement cycles called 'Assess, Plan, Do, Review cycles'. These ensure that effective interventions are put in place, evaluated, and re-assessed to see if progress has been made. If little to no progress has been made, interventions may be tweaked or outside services may offer their support on what to implement. We also have experienced staff members delivering differentiated and tailored lessons to meet the needs of all pupils. In addition to this, we provide small focus intervention groups delivered by fantastic staff to also give an extra boost in the area of need. As previously mentioned, if we feel the child would benefit from being assessed by a specialist, we will arrange for outside services to be involved.

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

-Attending both parent consultations in the year.

-If your child is on our SEND register, you will meet with the SENCO once a term to review your child's one-page profile and targets.

-Communicating with your child's class teacher. Appointments can be made either face to face or over the phone.

-End of year report.

5. How will the learning provision be matched to my child's needs?

-High quality teaching is delivered by our class teachers. It is a duty of ours to differentiate the learning to meet the needs of all learners.

-Effective planning to capture the interests of our pupils to ensure they are engaged.

-Practical resources and adjustments made throughout lessons.

-Support from an adult within classroom learning.

-Continuous assessment from in class learning and focus group interventions.

-Reviewing current provision and adjusting if necessary.

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

At Little Munden, we have a nurturing environment in which children strive academically, socially and emotionally. We believe in promoting the 'whole child' and positive wellbeing across the school. As a school, we have a whole school approach in promoting a 'growth mindset' and that mistakes help us learn! We also ensure children are aware of 'The Zones of Regulation' so they can identify and regulate their emotions. In addition to this we have:

- Our whole school 'Jigsaw' PSHE programme.
- Daily assemblies with a positive and meaningful impact.
- Whole school council meetings which always take into consideration pupil voice.
- Offering opportunities to the wider curriculum – after school clubs, enjoyment in and out of school, trips and extra curriculum activities.
- Positive relationships amongst staff, pupils and parents.
- High expectations of positive learning behaviours.
- Effective teaching and learning of anti-bullying.
- A range of additional interventions/tools to help meet need across the four areas of learning; cognition and learning, physical and sensory, speech & language needs and social emotional and mental health.

7. What training have Little Munden staff had surrounding children with SEND?

- Ongoing and regular training on a range of SEND needs.
- Our SENCo qualified with the National SENCo award.
- Relevant courses for teachers and TA's who may need to support children with specific learning difficulties such as; Dyslexia, Autism, SEMH, ADHD, SpLD and more.
- Our SENDCo attends ongoing SEND events updating us with the newest and most relevant information which is then feedback to all staff members.
- Training received from outside specialist support so we can implement the same practice within school ourselves.

8. What specialist services are available inside and outside of school?

In school:

- High quality teaching delivered from teachers all who have their own subject specialism.
- Fantastic, hard working learning support assistants.

-A qualified SENDCo.

-Various interventions covering the four areas of SEND need. Cognition and learning, communication and interaction, SEMH and sensory/physical.

Outside of school:

-Educational Psychologist – If EHCPA is applied for.

-Cognition and learning team

-Autism advisory services

-School nurse

-CAHMS

-Occupational therapists

-Speech and language specialists

-DSPL3 Outreach team

And more!

9. How can you help me support my child's learning?

By attending parents evening consultations, as professionals we can inform and guide you of learning activities you can complete at home. If your child is on our SEND register because they're needing significant support and/or being seen by outside agencies, the SENDCO will also meet with you once a term to discuss targets/progress. We also have available resources on our website and useful links to access a whole range of learning resources. If you need to meet with your child's class teacher for more advice you can book in a meeting and resources and advice can be given. You can also discuss potential planning ideas with the teacher and set targets together for your child. If needs be, the Head teacher and SENDCo can also attend to also give their input and expertise.

Parents can also access workshops and parenting courses through your local family centre. The DSPL3 website is also a useful tool for parents.

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

Little Munden holds the ethos of being inclusive of all and we realise the importance of external visitors and workshops can enhance children's learning. We will gain permission from parents for any external visits and make sure the risks are assessed. A risk assessment will be drawn up if your child displays some level of risk on a school trip and reasonable adjustments will be made to limit the potential risks from happening.

11. How accessible is the school environment?

All Hertfordshire schools comply to the Equality act (2010) and are all accessible. We also regularly review our accessibility plan according to the level of needs.

12. Who can I contact for further information?

- Class teacher
- Headteacher
- SENDCo
- SEND Governor
- County – SEN officer
- DSPL3 Website
- School website

13. 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?

A child joining the school:

If your child is joining Little Munden and they have an SEND we can arrange a meeting with the class teacher, SENCo and headteacher to discuss your child's needs. This will allow us to familiarise with where they are with their learning needs and how best to support them. We will also contact the previous school for any previous information that may need to be shared with us.

Transfer to a new school:

If your child is transferring to a new school, we are happy to have a meeting with the new school about your child's needs. We will be able to discuss what we are providing as a school so that the same can be implemented at their new school. We will also share any important documents in a confidential manner.

If your child is going to secondary school, lots of transition preparation work will be done by our Year 6 teacher to fully prepare them for future education. All children will also have a transition day at their secondary school during the summer term of year 6. If your child requires extra support with their transition, the year 6 teacher provides a focus group intervention explaining in depth about the transition process. Meetings can also be arranged before the child goes to secondary school to ensure their transition runs smoothly.

14. How are the schools resources allocated and matched to children's special educational needs and disabilities?

The schools budget is decided by the Head teacher and supporting governors. If your child has an EHCP then they may receive additional educational funding to help support them. This money may provide interventions, resources and other support mechanisms to best support the child. The EHCP process will allocate your child a band depending on the level of needs shown by the child, their barriers to learning, parental and child views and consultations with all staff involved with the child.

The level of support your child needs will be decided by:

- Class teacher
- Parents
- SENDCo
- Headteacher

Regular review meetings with outside professionals will also happen to monitor the development of the child's independence.

15. 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 disabilities?

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

<http://dspl3.co.uk/parents/>

Reviewed and updated (January 2026).

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