



Mandeville School's Information Report Special Educational Needs and Disabilities (SEND)

September 2026

Mandeville Primary School is an inclusive school and seeks to work in collaboration with parents/carers. Discussion between parent/carer, the class teacher and SENCo means that we can develop our children in the best possible way. Mandeville works very closely with the Herts SEND to ensure that all schools offer a similar approach.

1. 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?

During our first Induction Meetings, parents/carers meet the SENCo and class teachers and are invited to discuss any additional needs their child may have. The class teacher continues to be the first port of call for parents/carers, be it informally, via termly parents/carers consultation evenings, planned meetings, phone calls or e-mails. All children's progress is monitored regularly through termly pupil progress meetings, by the class teacher, senior leadership team and SENCo. Teachers get to know the children well and establish which children may need extra help in certain areas. When a child is not making expected progress in a particular area of learning, the school will quickly identify the need for extra provision. Any concerns will be shared with parents and teachers may write a 'record of concern', which is shared with the SENCo.

2. How will school staff support my child?

The Head teacher will regularly meet with the SENCo to ensure excellent provision for all children with SEND. School Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive regular updates during our termly Governor meetings. The level of support is dependent on the individual needs of the child. It may be in the form of one of the following:

- Quality first teaching – where work is pitched to the correct level and the child is supported in the class by both the class teacher and Learning Support Assistant (LSA).
- Ordinarily Available provision
- Reasonable adjustments within class
- Focussed small group/ individual teaching
- Specialist outside support
- Specialist LSA support using a recognised intervention
- SENCo/ Progress Assistant support

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

We offer regular formal opportunities, for example, 'settling in' meetings in Nursery and parents/carers consultations evenings from Reception to Year 6. We adopt an open door policy, where we are always happy to discuss your child's progress by meeting the class teacher at a mutually convenient time. We have end of year reports from Nursery to Year 6. If your child is on our SEN Support register their progress will be reviewed regularly. Children who have an Education and Health Care Plan (EHCP) or are SEN Support will have a Child Support Plan (CSP), then this is reviewed termly via a meeting with all parties. For some families, it may be appropriate to have a home/school liaison book. The progress of children with an Education Health and Care Plan (EHCP) will also be formally reviewed during an Annual Review.

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

Work for all children is carefully planned and differentiated to match the child's individual needs. Appropriate support resources are used. Work is planned across all external professionals, SENCo, LSA, class teacher and Pupil Premium teacher to ensure a cohesive approach. The impact of resources and work is reviewed through regular assessments and progress is closely monitored.

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

The well-being of every child is our primary concern at Mandeville Primary School. Personal, Social and Health Education (PSHE) is integral to our curriculum and each child's social, emotional development and mental health is always at the forefront of our minds. There are many opportunities within the curriculum to develop pupils' social and emotional wellbeing through PSHE activities. Children are encouraged to input into all areas of their learning. Various tools to allow Pupil Voice are used to ensure that our children feel safe and secure. Pupils can engage in a range of extra-curricular activities and clubs. We have interventions to develop their self-esteem and social skills. Where appropriate, we may seek the advice of outside agencies who may then offer counselling support. We are constantly working to establish positive relationships between parents/carers, school and children. We work closely with Family Support Workers who liaise between home and school to offer a whole host of local support to the family. We also recognise the importance for some children that they have a key adult in the school whom they can talk to.

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

The SENCo is a highly experienced and fully trained teacher and offers expertise, which is disseminated within the school. The school works collaboratively with many outside agencies e.g. Educational Psychologist, Communication and Autism Advisory Service, Specific Learning Difficulty Base, Outreach support for specific needs, Speech and Language Therapy, Visual Impairment Specialist, Hearing Impairment Specialist, Occupational Therapists, Physiotherapists, Mental Health Support Team etc. These services may provide a programme of work for individuals, but the school may also use the advice with other pupils who may benefit. If required, the SENCo will co-ordinate a multi-agency approach, where more than two specialists are involved. The school also provides reports to medical practitioners and will in turn be advised by them.

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

The school offers relevant in house training as well as County training dependent on the needs of both the adults and children. Specialists who work closely with the school also give advice and training at most visits based on more individual needs. Staff also attend training at the Thorley SpLD Base where leading key note experts are often invited to talk about Specific Learning Difficulties. Key staff attend talks led by speakers who inform about Special Needs for example Autism and ADHD. The SENCo attends regular updates on Government and legislation changes. The school is part of DSPL3 (Developing Specialist Provision Locally). They run various training opportunities directly linked to the needs of our children in our community.

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

The school believes that we can make the most difference to a child's learning when we work in partnership. We offer support through our termly parents/carers consultation evenings. We also offer parents/carers workshops and information sessions about many of our programmes where parents/carers are given activities which can support work at home. The SENCo is available to discuss progress or concerns at monthly surgery sessions. Resources may be lent and advice sheets may be given. We work closely with Family Support workers who may visit you in the home to give further advice or offer a range of courses based on need. For children who have an EHCP or are SEN Support a meeting is held termly to agree actions for until the next review. Parents/carers of children on our Early Bird Programme receive a letter outlining the main areas of focus which can also be supported at home plus an end of year progress report.

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

The school offers an open door policy, where parents/carers are encouraged to discuss any concerns they may have with their child's teacher at a mutually convenient time. Parents/carers consultation evenings also take place during the Autumn and Spring terms. An interim report is provided in the Spring term and a more detailed progress report is sent out during the Summer term. If you need further clarification, a meeting can be arranged with the class teacher during that term. Areas of priority are reviewed regularly via our CSP meetings and new targets are set alongside parents/carers. For some children we write Individual Pen Portraits alongside parents/carers highlighting their main needs. If the school/family needs multiple service involvement then we will commence a Families First Assessment alongside the family. Where a child has very specific needs which match the Statutory Assessment criteria then the school or family may apply for an Educational Health and Care Plan (EHCP). This is reviewed every year at an Annual Review meeting. The processes above are outlined in our SEN parents/carers leaflet which can be obtained from the school office.

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

We are an inclusive school and would always endeavour to make reasonable adjustments, based on your child's needs, to ensure that they can participate in the full range of activities on offer. Appropriate risk assessments are carried out as needed. We would also seek discussions with parents/carers when making necessary plans.

11. How accessible is the school environment?

All Hertfordshire schools will comply with the Equality Act 2010 and will make reasonable adjustments for children in our care. Wherever feasible, we will always make reasonable adjustments to improve the accessibility of our environment to meet individual needs, within the physical constraints of our site.

12. Who can I contact for further information?

If you have any concerns about your child then your first port of call would always be the class teacher. The class teacher will get back to you, usually via a phone call, at their first convenience. You may also like to speak to the SENCo, either at the monthly surgery session or by phoning the school office when a mutually convenient time will be arranged. The school may be able to pass on details of SEN support via national websites, helplines, local support groups and local courses for parents. The Head and/or SEND Governor may also be contacted for more urgent enquiries. The county SEND Officer may be contacted if you require information or advice from County. You can also contact the Special Needs and Disabilities Information Advice and Support Services SENDIASS (01992 555847) should you require general SEND advice. Whilst we would

hope that any problems may be overcome in school if they are not then the Herts Complaint Policy will offer further guidance.

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?

Children joining the school in Nursery or Reception are offered home visits by practitioners to allow the child to become familiar with the adults and also to find out a little more about them and their interests. Induction meetings for both parents/carers and children are held to prepare them to join the Nursery and Reception classes. Transition meetings are held between teachers to discuss their next class and their individual needs as they move through the school. We offer a Transition Support Programme for children who may benefit from further preparation when transferring to Secondary school. Additional visits may be planned and our local Secondary school visits the class during the Summer term. As a Hertfordshire school we are lucky to have 'Crucial Crew' who deliver personal and safety education messages to Year 6 children and encourage model behaviour and positive citizenship. Additionally, we run whole class teaching of Protective Behaviours for our Year 6 children and a Transition intervention for targeted children who are concerned about the move. This prepares pupils well for transition to secondary school. Records are transferred (both paper and electronic data) to new schools and telephone calls or visits are planned where needed.

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

The school budget for SEND is decided and allocated by the Head and Governors. The SENCo also has a budget for purchasing necessary resources to support children's learning. Within the budgetary constraints support is allocated according to the level of need across the whole school. Additional funding can be applied for through Local High Needs Funding (LHNF). This is applied for based on an individual's high level of need and exceptionality by the SENCo.

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

How the support looks for each child is based on many factors including where their main areas of difficulty lie. We believe that the children at Mandeville should become independent learners who want to achieve because they have a positive attitude to learning. We are mindful that it is not in a child's interests to become over reliant on adult support. Therefore, we plan the level of support needed in conjunction with parents/carers to offer the right support which will make the biggest impact. The SENCo oversees all additional support and regularly reviews this with the Head teacher.

16. 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?

Visit the Herts Grid for Learning to find the County Local Offer.