

Watford Field School Infant and Nursery



Special Educational Needs and Disability (SEND) Information Report

Watford Field School Infant and Nursery
SEND Information Report
June 2025 – June 2026

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?

School

- Teachers carry out formal and informal assessments continuously and are therefore able to identify children who are not yet working at age related levels and those displaying additional needs. This may be in any of the 4 areas of need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical)
- Pupil progress meetings are held termly. The Head Teacher, Deputy Head, SENCO, and Class Teacher discuss children who have been identified to have additional needs and reasonable adjustments that can be made to access the curriculum.
- The class teachers will discuss initial concerns with parents and will put strategies in place to accelerate learning and support identified needs. This will be part of Hertfordshire Ordinary Available Provision.
- The SENCO (Special Educational Needs Coordinator) may observe identified children and meet with the parents to discuss concerns. They may consider additional assessments or interventions to support this child or clarify any specific difficulty. A date for a review meeting will be arranged with all staff to evaluate any interventions and look to any next steps.
- Within the Early Years (both Nursery and Reception), each child is allocated a key worker, therefore any concerns or discussions can be shared with your child's key worker and the school SENCO.

Parents

- If you have any concern relating to your child's progress you must arrange to meet with your child's class teacher in the first instance, to share your concerns. Teachers will ask for background information on your child e.g. when did they start walking/talking etc.
- Following on from this meeting the class teacher will decide if it is necessary for the SENCO to observe the child and then meet with the parents.
- If your child is currently not attending the school and you feel a meeting with the staff, external professionals and you would be beneficial to discuss the needs of your child this can be arranged prior to them starting. This meeting will allow all involved to discuss the transition into school and what would suit your child best. Alongside supporting the child it also gives all professionals the opportunity to meet and handover important information.

2. How will school staff support my child?

Those children with SEND (Special Educational Needs and Disabilities) are supported by class teachers, class teaching assistants and learning support assistants. The level of support that they receive depends on their degree of need.

The support provided by staff include:

Teachers:

- All class teachers provide quality first teaching for all children in their class. See Ordinary Available Provision Document.
- Class teachers will plan scaffolding and support to allow children to achieve the objective of the lesson.
- Ensuring the curriculum is adapted to enable all children to achieve a learning objective that is appropriate to them.
- Different levelled questions to allow all children the opportunity to participate in whole class teaching.
- Use of appropriate resources to enable all children to participate and access the curriculum.
- Teachers ensure they work with different groups of children throughout the week and use appropriate questioning and adapted work.
- Any specific needs may be addressed through individual target based activities using a SEN Support Plan (SSP). Where possible these targets are addressed through class based activities.

Teaching assistants

- During direct teaching sessions teaching assistants are assigned to support SEND children to enable them to access the learning. During these times the TA can re-word or explain any concepts and use additional resources.
- Teachers use the Rosenshine Principles of learning and will model work to children first, then complete a worked example with the children will have a go themselves independently. The teacher and TA will go around the class to support those who need help.
- 1:1 individual support. Those SEND children who are working on specific targets through SEN support plans are assigned specific 1:1 or group time to allow targets to be worked on. Some targets are incorporated into the main lesson.
- Teaching assistants feedback to class teachers on a daily basis through annotation of the planning and verbal feedback.

Both teachers and teaching assistants are there to provide personal and social support along with academic.

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

As a school we feel our home school partnership is strong. This is demonstrated by the formal and informal opportunities you have to find out about your child:

Formal opportunities

- Parent consultations held twice a year (October and February)
- Written end of year report (July)
- Year 1 phonics screening
- Termly review meetings of SSP targets
- Parents of SEND children who have external professional working with them will be invited to attend meetings to discuss reports, advice and feedback.
- EHCP Review meetings

Informal opportunities

- Your class Teacher or Teaching assistant is available at the beginning the day to take a message or for a 'quick chat'. However if you feel more time is needed then a meeting can be arranged after school with the class teacher.
- The school SENCO is another point of contact and aims to be available to meet at the beginning and end of the day.
- Appointments with teachers or The SENCO can be made via the office.

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

- Each class has a map which identifies the provision being used for all children in the class (provision map), this is updated termly. This shows how specific areas of the curriculum are differentiated at Universal, Targeted and Targeted plus (Universal; all children, Targeted; some of the children, Targeted plus; a few of the children). It also identifies targeted interventions at certain levels and those children who are receiving these interventions.
- Scaffolding supports for learning are planned for each lesson.
- For those children who are working below the curriculum level for their class, the teachers plan their objectives through on an individual basis working on identified personal targets.
- Resources are always available to aid the children's learning e.g. visual timetables, now and next boards, counting aids such as numicon, manipulatives, talking tins, Widget pictures

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

- Within the curriculum at both Early Years and Key Stage One, Personal, Social and Health Education (PSHE) is taught throughout the year following the Jigsaw programme. These lessons include 'circle times' where feelings, concerns and problems which have been expressed can be discussed and resolved.
- For those children who find expressing themselves difficult, measures are taken to ensure they are able to do so; this can be done through pre-teaching/conversations to allow children to rehearse responses.
- The school has a high level of adult to child ratio which ensures that the children have a range of opportunities both formal and informal to talk to a grown up.
- School assemblies follow the value of the month and British Values and incorporated into these headings, along with reinforcing the schools behaviour policy. Weekly themes link in with the PSHE Jigsaw programme which is introduced and followed up throughout the week.
- The school's open door policy is a key strength and allows both children and parents to come to speak to staff if they have any concerns and worries.
- For those children who find lunchtimes and non-structured times of the day difficult, our MSA (Midday supervisors) are made aware of the children.
- We adapt lunchtimes for children who may find it challenging and introduce the 20:20:20 structure to them
- Support and advice from our School Nurse.
- Each class has a calm area which they are encouraged to go to if they are feeling angry, sad or worried
- Our school follows The Zones of Regulation curriculum. Children are encouraged to check in on a zone regularly throughout the day. This allows adults to see what the children are feeling and address needs. Through the zones the children are taught how to regulate their emotions ensure they are in the green zone ready to learn. (See the school website for more information on The Zones of Regulation)
- Our midday supervisors are assigned to each class to ensure there is a familiar adult on the playground and in the dining hall.

More specialist support (where needed and after consultation with teachers and staff) includes:

- Drawing and talking 1:1
- ELSA programme
- 1:1 protective behaviours sessions.
- Drama / play therapist 1:1 and small group
- Emotional Mental Health Team (parent lead interventions)
- Nurture group at playtimes (when needed)
- Relax kids – whole class and small group.
- CAMHS (Children and Adolescent Mental Health Services)

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

The school currently has access to the following external professionals:

- Speech and Language therapist
- Colnbrook Outreach Teacher Support
- Specific Learning Difficulties advice online
- Communication and autism specialist teacher
- Early Years SEN Advisory Team
- School nurse
- Family Support Worker
- Drama Therapist

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

Training is linked to the School Improvement Plan and the main needs of the children.

- Supporting children with autism training
- Autism in schools ongoing training delivered to all staff throughout the year.
- Bespoke training on sensory needs, pathological demand avoidance and autism for key staff.
- Support and training from professionals linked to the children they are working with
- Ongoing RWI phonics training
- Protective behaviours training level 1 for lead staff members.
- Therapeutic Thinking – Hertfordshire Steps training for all staff
- Mental health first aid training
- Speech, language and communication training.
- Supporting children with worries and anxieties

Medical Training:

- Epi Pen training
- Asthma Training
- Paediatric First aid
- Paediatric Full Training for EYFS

Along with the above training:

- The SENCO networks on a termly basis with other SENCO's and external professionals through attending cluster groups, moderation meetings and SEND county briefing meetings.
- The SENCO works closely with the SENCO at the linked Junior School.

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

Formal Opportunities

- Termly meetings with the class teacher to discuss SEND support plans provide an ideal opportunity to share ideas and provide strategies that you can use to support your child at home.
- The SENCO is always keen to provide any resources that you can use with your child at home. Previously this has included key words, RWI flash cards, letter and number formation sheets, coloured overlays and pencil grips.
- Parent Meetings include information on:
 - Toilet training
 - Maths
 - Phonic

Informal Opportunities

- Termly coffee mornings, with the SENCO
- As mentioned previously each morning and at the end of the day there are members of staff available should you need to ask for any additional support or strategies.
- The SENCO is available throughout the day should you wish to speak to her about specific support.
- We pride ourselves on being an approachable staff and our Open Door Policy reflects this.

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

Working in partnership with our parents is a key aspect of our SEND policy and the new SEND Code of Practice. This is a key strength of the school to which the new Code of Practice will allow us to continue building upon.

- From the moment a child has been identified by the class teacher and SENCO, the parents are involved through the initial meeting. This involvement continues throughout.
- Parents' comments and concerns are recorded on our SEN one page profiles (a brief summary of the child) to ensure all adults working with the child are aware of the parents' views.
- Any involvement from external professionals needs parental consent and can therefore not happen without parents' permission.
- Parents are always invited to meetings with external professionals.
- Termly meetings to discuss SEN support plans provide an opportunity for parents to share any comments or views.
- The SENCO continues to make themselves available where possible to meet with parents whenever necessary.
- Throughout any transition be it from pre school to nursery, nursery to year one or year two to year three, parents are always involved in the process and have an opportunity to share any concerns or views about how to help make the transition smooth.
- New to reception and nursery one to one visits take place at the beginning of the Autumn Term to allow staff and parents to share information about the children

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

As a school, inclusion and equality is important to us (see Equality Scheme on the school's website).

- The school will ensure that all children are able to participate in all school activities and trips.
- Planning in advance is crucial and if necessary this may include liaising with parents to seek views and ideas to support their child during the trip.
- The school ensures reasonable adjustments are made to ensure all children are able to access such activities; to date this has included the use of a pushchair on a school trip to allow a child to visit a farm and additional adults on visits to ensure the safety of SEND and the staff are considered.

11. How accessible is the school environment?

- The school sits on one level making it accessible for all children.
- The early years' garden area has both steps and a ramp to access the grass area. These steps are the only steps on the premises.
- The school has a disabled toilet.

12. Who can I contact for further information?

SENCO: Bernie Martino
01923 227306
admin@fieldinfants.herts.sch.uk

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?

Before joining the school

- Arrange a meeting to enable yourself, the SENCO, class teacher and head teacher to discuss your child.
- If necessary the SENCO and class teacher will make a visit to the child's current setting. Here they will observe them in comfortable surroundings and have the opportunity to speak to key workers/class teachers.
- Provide your child with a photo book of the staff and significant areas i.e. toilets, playground etc for you to share and to enable your child to familiarise themselves with before joining us.
- New to reception and nursery one to one visits take place at the beginning of the Autumn Term to allow staff and parents to share information about the children.
- The school runs a detailed transition to ensure your child knows their new teachers, teaching assistants and classroom before joining us.

Transitioning to a new school

- Ensure transition visits are put into the diary as early as possible. This gives your child the opportunity to familiarise themselves with their new surroundings.
- Transition visits will always involve a familiar adult for the child (teaching assistant)
- Provide your child with a photo book of the new staff and significant areas i.e. toilets, playground etc.
- Meet with your child's new class teacher, SENCO and teaching assistant to share information. (This may be done through a telephone conversation)
- If appropriate hold a meeting with yourself and significant staff from both schools to discuss your child.
- Those SEND children transitioning to Field Juniors complete at least 2 additional visits (during the Summer Term), to allow them extra time to get to know their new setting.

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

- When setting the budget the head teacher and governors consider the needs of all children and the deployment of staff to ensure good use is made of the schools income.
- Those Teaching Assistants working with an individual child through Exceptional Needs Funding have individual timetables to support children.
- If a child is working below age related expectations, appropriate resources are used to ensure the children can access the learning.
- The school invests in training for staff to ensure support for those with SEND is well placed and targeted at needs.

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

- Support is based on need, we strive to meet children's needs and provide the appropriate support.
- Class teachers assess need, work with the SENCO and if appropriate external professionals to plan the support for each child.
- This is discussed with parents and all professionals involved with your child.
- Parent Partnership will support parents in helping them to find out what support is available locally.
- Local Authority SEN Officer will offer advice to parents and school on what support should be considered for individual children based on the overall needs of all children within the school.
- Additional funding if thought necessary can be applied for through the Exceptional Needs Funding Application which occurs termly.

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?

Information regarding Hertfordshire's local offer can be found at
www.hertsdirect.org/services/healthsoc/childfam/specialneeds/

This report will be reviewed in full by the Governing Body annually.

Reviewed and updated: June 2026

Next Review Date: June 2027