



Micklem Primary School

Special Educational Needs Information Report 2025-2026

This sheet is designed to give you general information about the Special Educational Needs (SEN) provision at Micklem and to provide a range of information that might help answer any questions you may have.

At Micklem, the member of staff responsible for ensuring support is provided for any special need, disability or difficulty which affects a child's learning is our Inclusion Lead, Miss Palmer. Currently at Micklem, 23.42% of our pupils have a form of SEN compared to the English primary school average of 18.3%, and Hertfordshire county average of 16.3%.

Please don't worry if you or your child's teacher thinks your child may need extra support with something. There are lots of highly-skilled people in school and we will do all we can to make sure you and your child are happy here. We recognise that every child is a unique individual and it is our responsibility to ensure that every child is helped and encouraged to achieve to the best of their ability.

If you have any questions or queries about SEN during your child's time at our school, please speak to your child's class teacher who will then consult with Miss Palmer if needed.

The law says that a child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them to access their learning. This help is known as special educational needs support (SEN support).

Many children at some time in their school career will need additional support of some kind. For most, all this means is that they need a little help in a certain area to get back to the level we would expect. For others, this may last longer. All of our children have the right to a broad and balanced education.



The SEND Code of Practice (2014)

The school uses guidance from the SEND Code of Practice to ensure that all children receive the support that they need. Most of this will be done in class as part of our everyday teaching and learning.

However, sometimes your child's teacher may feel that your child needs a greater level of support in order to achieve to the best of their abilities. At this time, they will speak to you about the help that they feel your child needs and ask for your thoughts and views. They may also speak to your child to gain their opinion.

If your child continues to have a need a meeting will be arranged. When we have all agreed on the best way to support your child, a plan will be drawn up which will outline the extra help they need. This will be reviewed with you every term.

If this need continues over time, despite support that has been put into place, we may decide to ask an external agency for further advice.

SEN and Support Plan Glossary

There are lots of abbreviations that we sometimes use when talking about SEN. It can get very confusing so we have given you some of the most common ones which might help.

ADD	Attention Deficit Disorder	KS1	Key Stage 1
ADHD	Attention Deficit & Hyperactivity Disorder	KS2	Key Stage 2
ASD/ ASC	Autistic Spectrum Disorder / Condition	CLA	Child Looked After
SEMH	Social, Emotional or Mental Health needs	OT	Occupational Therapy/ Therapist
CAMHS	Child & Adolescent Mental Health Service	PP	Pupil Premium
COP	Code of Practice	PPG	Pupil Premium Grant
EAL	English as an Additional Language	PSP	Pastoral Support Plan
EHC Plan/ EHCP	Education Health Care Plan	SALT	Speech & Language Therapy/ Therapist
EP	Educational Psychologist	SEN	Special Educational Needs
EYFS	Early Years Foundation Stage	SEND	Special Educational Needs & Disability
FSM	Free School Meals	SENCO	Special Educational Needs Co-ordinator
FSP	Foundation Stage Profile	SLD	Severe Learning Difficulty
G+T	Gifted and Talented	SpLD	Specific Learning Difficulty
IRRP	Individual Risk Reduction Plan	TA	Teaching Assistant

There are different support plans available to children at Micklem depending on their needs and these are referred to throughout this SEN information report. Below is an explanation of when and why a child may need each type of plan.

Assess Plan Do Review (APDR) - The Assess, Plan, Do and Review model is laid out in Chapter 6 of the Code of Practice to identify and support SEN. Micklem's APDR is a written plan for children recorded as having SEN who either have had some targeted teaching but are continuing to make smaller steps of progress than their peers or have targets from external professionals. An assessment takes place which draws on the views of parents/ carers and the child as well as the teacher's knowledge and experience of the child, their previous progress and attainment and their development in comparison to their peers. This ensures that any barriers to learning are identified and effective provision and SMART targets suited to a pupil's specific needs are put in place. These may be based on targets from external professionals. APDRs are reviewed termly with the child, parents/ carers, class teacher and in some cases, Inclusion Lead.

Pastoral Support Plan (PSP) - A PSP is a detailed plan drawn up between parents/ carers, school and where appropriate the child, when a child has low attendance, is attending on a reduced timetable and/ or is at risk of exclusion. PSPs involve a member of the pastoral team, the Inclusion Lead or Head teacher, and possibly external professionals such as DESC or an attendance officer. Attendance PSPs are reviewed half-termly with the goal of improving the child's attendance. PSPs for children at risk of exclusion are reviewed fortnightly with the goal of improving behaviour and extending their time in school.

Individual Risk Reduction Plan (IRRP) – IRRPs are written by school for children who present a risk to themselves or others. IRRPs are a plan to manage this risk in a graduated way following the Hertfordshire Therapeutic Thinking approach and are shared with all staff working with the child. IRRPs are reviewed termly or as and when needed.

Individual Health Care Plan (IHCP) - IHCPs provide clarity about what needs to be done, when and by whom, in order to support a child's medical condition. An IHCP might be appropriate if a medical condition: is long-term and complex; fluctuates; is a recurring condition; or where there is a high risk that emergency intervention will be required. An example of a medical condition that usually requires an IHCP is diabetes. IHCPs are written based on medical evidence and in consultation with parents/ carers and health care professionals. They are shared with all staff who work with the child, and reviewed annually or as and when needed.

One Page Profile - One page profiles are written at Micklem for children with significant needs. This summarises a pupil's areas of need and the support strategies they require. One page profiles are shared with all staff who work with the child and updated annually or as needed.

Educational Health Care Plan (EHCP) - An EHCP is a Local Authority managed document, for children and young people with significant SEN. EHCPs are developed using coordinated assessments from all the services involved with the child or young person. The plan focuses on outcomes and must say how services will work together to meet the needs of the child or young person. The overall purpose of an EHCP is to make special educational provision to meet the SEN of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. EHCPs are normally reviewed annually with the child, parents/ carers and professionals involved with the child; early reviews can be requested by parents. The Local Authority has the ownership of the EHCP and not the school.

Our Local Offer

The SEND Code of Practice requires us to provide you with specific information about how we support children who have specific needs. This is outlined below.

1. How does our school know if children need extra help?

We know when children need help if:

- concerns are raised by the child, parents/ carers, teachers, teaching partners or the child's previous school;
- limited progress is being made;
- they are working at a level below curriculum related expectations;
- there is a change in the child's behaviour or attitude to learning.

If school staff have concerns about changes in your child's behaviour or attitude to learning, these will be discussed with parents/ carers promptly. Progress and academic attainment will be shared by class teachers with parents/ carers at termly Parents' Evenings.

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

If you have concerns, please contact your child's class teacher who will then liaise with the appropriate staff and will keep you updated.

2. How will the school support my child?

- Each child's education will be planned by the class teacher. It will be adapted accordingly to suit the child's individual needs. This may include additional general support by the teacher or TA in class, scaffolding or specific resources to help your child access their learning more easily.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the child will receive focussed support. This will be delivered by a teacher or TA. The length of time of any intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved, including the children, to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class' provision map; this is a record of the interventions and timings.
- If your child is receiving specialist or focussed SEN support, they will have a written 'Assess, Plan, Do, Review' (APDR) which teachers review termly with parents/ carers and our Inclusion Lead. This is a record of support that your child is receiving including the impact it is having on their learning. If you have any queries relating to this please do not hesitate to contact their class teacher.
- Pupil Progress Meetings are held termly through-out the year. This is a meeting where the class teacher meets with the school's Senior Leadership Team to discuss the progress of all of the children in their class. This shared discussion highlights any potential difficulties in order for further support to be planned.
- For some children with significant SEN, they may be supported within our Internal Alternative Provision (IAP) if they meet the entry criteria for this and there is space. Children's progress within the IAP is reviewed through their APDR cycle and at Pupil Progress Meetings. For more information, please see our IAP policy. [Policies | Micklem Primary School](#)

- Occasionally a child may need more specialist support from an outside agency such as the Early Years SEND Team, Speech, Language, Communication and Autism Team, DESC, the School Nurse or Speech and Language Therapy. If a child meets the criteria for a referral to a particular outside agency, the referral form is completed by our Inclusion Lead in conjunction with the child (where appropriate), parents/ carers and teachers. If accepted, after a series of assessments, a programme of support is usually provided to the school and parents/ carers.
- Occasionally a child may need more specialist support from NHS services accessed through the GP such as Paediatrics, Step 2 or CAMHS. Our Inclusion Lead can support parents with a letter outlining your child's behaviour and needs in school, to support discussing concerns with your child's GP and requesting a referral to these services.
- The Governors of Micklem are responsible for entrusting a named person to monitor Safeguarding procedures. In our school the named Designated Senior Lead for Safeguarding is Mr Swift; Miss Noble and Miss Palmer are the Deputy Designated Safeguarding Leads.
- The Governing Body is responsible for both rigorous challenge and supporting the school in being as inclusive as possible. It ensures all children, parents/ carers and staff are treated in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- Class teachers assess and monitor the progress of all children in their class. This is shared and discussed in termly Pupil Progress Meetings with the Senior Leadership Team.
- You will be able to discuss your child's progress at Parents' Evenings.
- A member of the Pastoral Team and Senior Leadership Team are always on the playground at the beginning and end of each day for urgent messages to be passed on. Messages can also be passed to EYFS and KS1 staff at the door, or the school office for KS2 children.
- Appointments can be made to speak to the class teacher at the end of the day.
- Appointments can be made to speak to the Inclusion Lead by visiting or phoning the school office.
- Every child receives an annual report of attainment in relation to expected achievement. Parents/ carers are encouraged to share any feedback on this.
- If your child has an APDR, these are reviewed termly through-out the year. Targets are usually set by the class teacher and/ or external agencies involved with your child, in consultation with the Inclusion Lead. Children and parents/ carers are encouraged to contribute.

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

- Every child has their work adapted appropriately by the class teacher to enable them to access the curriculum more easily.
- If appropriate, a member of staff may be allocated to work with a small focus group or 1:1 to target more specific needs.
- Where required, specialist equipment will be identified to support the children e.g. writing slopes, concentration cushions, pen/ pencil grips or easy to use scissors.
- For children requiring ongoing small group or 1:1 support, we use the Assess, Plan, Do and Review model as laid out in Chapter 6 of the Code of Practice to identify and support SEN.

For more information about this, please see the support plan glossary and our Inclusion Policy. [Policies | Micklem Primary School](#)

- For further information about our different written plans for SEND and how we work with children and parents/ carers on these, please see the glossary at the beginning of this section and our Inclusion Policy. [Policies | Micklem Primary School](#)

At Micklem Primary School, we provide a number of systems and packages of support to pupils who may experience barriers to their learning.

Difficulty being experienced by pupil	Examples of intervention that <i>may</i> be used by the school to best meet the pupil's needs.
Problems accessing learning due to a general learning difficulty	<ul style="list-style-type: none"> • Development of personalised aspects of the curriculum. • Small group work in class, supported by the teacher or TA. • One-to-one support in the classroom to facilitate access through support or modified resources. • Pre-teaching of strategies, vocabulary or concepts. • Prompt and reminder cards for organisational purposes. • Access to modified curriculum within our IAP.
Problems accessing learning due to a literacy related difficulty	<ul style="list-style-type: none"> • Small group work in class through guided teaching, sometimes using aspects of programmes such as ELS phonics. • Booster classes before or after school with a class teacher or TA. • Extra reading opportunities provided in school, supported by trained TAs and volunteers. • Intervention previously provided to school by the Specific Learning Difficulties (SpLD) team, delivered by a trained TA. • The use of assistive technology e.g. tools on 'Purple Mash' or screen readers and speech to text software. • Support for teachers in planning and delivery by our Phonics or English subject leaders.
Problems accessing learning due to a Speech and Language difficulty	<ul style="list-style-type: none"> • In school programmes delivered by a TA trained in NELI or Hertfordshire's Speech and Language intervention groups. • Extra support and special targets to develop speech and language skills, devised by class teachers using WellComm assessments and interventions. • Specific intervention devised by a Speech and Language Therapist (SALT). • Home/ school communication books for pre-verbal children.
Problems accessing learning due to a numeracy related difficulty	<ul style="list-style-type: none"> • Small group work in class through guided teaching, sometimes using aspects of programmes such as Numicon Breaking Barriers. • Extra opportunities provided in school, supported by trained TAs to target areas of difficulty. • Support for teachers in planning and delivery by our Maths subject leader.
Medical Needs	<ul style="list-style-type: none"> • Individual protocols for children who have significant medical needs. • Provision of aids and resources to promote learning. • All staff have basic first aid training. • Specialist training provided to staff for significant conditions.

- Support from the school nurse or specialist nurses such as the diabetes team.
- Home/ school communication books.
- Access to specialist equipment or resources to meet needs.

Problems developing independent learning skills and the skills to apply their knowledge.

- Use of visual timetables, checklists and reminders.
- Chunking of class activities using 'Now and Next' boards.
- Use of individualised target setting and success criteria.
- Resources to support learning readily available during class sessions.
- Specific intervention devised by external agencies such as the Speech, Language, Communication and Autism Team.

Problems relating to social and emotional difficulties or the enhancement of self-esteem.

- Pupils offered 'meet and greet' with the pastoral team.
- Teachers available for communication with parents as they dismiss classes at the end of the school day.
- Arranged appointments to meet with class teachers, the pastoral team including the Mental Health and Inclusion Leads, or the Head teacher to discuss concerns.
- Support programmes devised and carried out by the local Educational Support Centre (DESC).
- School intervention groups such as: Forest School, Protective Behaviours, Drawing and Talking, Zones of Regulation and TalkAbout.
- Lunchtime support.
- Weekly celebration assemblies to mark achievements.

Difficulties with behaviour.

- Use of the School's Behaviour Policy.
- Use of emotional coaching using the CALM Approach.
- Computerised system used to track the behaviours of pupils and the support that has been put into place (Arbor and CPOMS).
- Home/ school communication books for identified individuals.
- Advice and intervention from DESC through referral.
- Lunchtime support.
- Individual risk reduction plans or pastoral support plans created with parents/ carers, and the child where appropriate.

Mental Health Concerns

- Individual protocols for children who have significant needs.
- Computerised system used to track the behaviours of pupils, concerns and the support that has been put into place (CPOMS).
- Specialist training provided to staff for significant conditions – Pastoral support team including Mental Health Lead and Inclusion Lead.
- Access to support from the school such as 'Drawing and Talking'.
- Referral to the school nurse, the children's wellbeing practitioner, the SEND mental health support team or a counsellor (Safe Space) if appropriate.
- Referral to Family Worker support if needed.

Development of Motor Skills

- Support organised through specially trained adult in school and interventions planned in school to develop skills, including the provision of resources.
- Specific intervention devised by a Physiotherapist or Occupational Therapist.

Accessing English as an Additional Language	<ul style="list-style-type: none"> ● 1:1 and small group work from teachers and TAs to facilitate access. ● Differentiated activities and work to support inclusion in classwork. ● Use of 'Learning Village' for individual learning and class resources. ● Access to technology for translation. ● Access to interpreters for parents' meetings.
How this is done through planning and assessment.	Pupils' needs and targets will either be mapped on termly class provision maps and in some individual cases, APDRs. APDRs contain individual targets and are reviewed termly with parents/ carers.
How we will liaise with other adults.	We will consult and discuss needs and strategies with a range of professionals where needed. This will be done with parental consent and involvement. In some cases, the use of a Families First Assessment may be helpful to ensure a consistent multi-agency approach to ensure that the child is best supported.

In some cases we may conclude that a child's learning difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. At these times, we may seek further support through the provision of an Education, Health and Care Plan (EHCP) by the Local Authority. We may also apply for additional funding to support a child, known as Local High Needs Funding (LHNF). Please see the support glossary for further information on these.

5. What support will there be for my child's overall well-being?

Every member of staff is committed to ensuring the wellbeing of all children and we have a 'Pastoral Team'. This consists of the Inclusion Lead (Miss Palmer), Mental Health Lead (Miss Evans) and Attendance Lead (Mrs Gilden). Appointments can be made with these adults via the school office.

The school offers a wide variety of support for children's social and emotional development, or for children who are encountering emotional difficulties. These include:

- We use the JIGSAW PSHE/ Health and Wellbeing scheme of learning as our whole school approach.
- The school demonstrates and supports the Growth Mind-set Theory to develop attitudes to learning.
- Members of staff such as the class teacher, TA and pastoral team are readily available for children who wish to discuss issues and concerns.
- We use the Colour Monster in EYFS and then Zones of Regulation in KS1 and KS2 to develop children's understanding of their emotions, and strategies to help regulate them.
- Our Mental Health Lead and Inclusion Lead signpost staff and children to a range of resources and strategies to support wellbeing, both universal and targeted.
- Specific interventions such as social skills groups and 'Drawing and Talking' are run through-out the school, based on the needs of a child.
- Protective Behaviour strategies are used to support pupils where appropriate.
- Support for behaviour, including preventative strategies and supportive interventions, in order to avoid exclusions and increase attendance can be found in our behaviour policy. [Policies | Micklem Primary School](#)
- Provision is made at lunchtime for children experiencing emotional difficulties and peer mediators are active on the playground to encourage positive play.

- Arrangements to prevent and respond to bullying can be found in our anti-bullying policy. [Policies | Micklem Primary School](#)
- Where required, referrals will be made with parents/ carers to specialist outside agencies such as Safe Space (counselling/play therapy) and the Mental Health Support Team.

Children with Medical Needs

- If a child has a significant medical need then a detailed IHCP will be compiled with you and an appropriate member of staff. Where appropriate this will be supported by an external healthcare professional.
- IHCPs are shared with all staff and reviewed annually, and as needed.
- Staff first aid training is regularly updated.
- Specific health care training such as asthma, diabetes, anaphylaxis and Epipen training is delivered by healthcare professionals where possible and required for individual children's needs. Where this is not possible, it is accessed through on-line training annually.
- Where necessary and in agreement with parents/ carers, prescribed medicines are administered in school but only where signed consent is in place and, where necessary an IHCP, to ensure the safety of both the child and staff members.
- Details of how children with intimate care needs are supported can be found in our Intimate Care Policy. [Policies | Micklem Primary School](#)

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

Every year staff training is delivered and/ or updated on an on-going cycle, so staff have the appropriate skills to support our children. A record of this is kept internally. Examples of past training sessions include:

- How to support children with a specific learning difficulty learning need e.g. Steps to Spelling.
- How to support children who have Speech and Language Difficulties.
- How to support children with Autism in school.

These training sessions will be specifically designed to meet the current needs of our children.

All staff are trained in safeguarding and in the Prevent strategy. There are specially trained paediatric first aiders and a designated safeguarding lead (DSL) and three Deputy Designated Safeguarding Leads (DDSLs) for safeguarding concerns. All staff have been internally trained on using Therapeutic Thinking, Hertfordshire's behaviour management strategy, and Miss Noble and Mr Swift have been trained externally as trainers.

The Headteacher and Inclusion Lead attend termly county updates, which include all current training/ legislation about pupils with SEND and the services available. The school works closely with county advisors to ensure practice is meeting children's needs and to support identification of next steps for SEND provision.

Our Inclusion Lead Miss Palmer has held the National Award for SEN Coordination since August 2021.

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

Miss Evans is a trained 'Drawing and Talking' practitioner and Forest School Lead. Mrs Gilden is trained to deliver 'Protective Behaviors'. Several members of staff are trained in speech and language interventions and interventions for specific learning difficulties.

Children may have access to interventions with these trained adults within school. Please see questions 1, 2, 4, 14 and 15 for details of how and when additional support is put into place.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions already in place. External services which can currently be accessed by the school with parental permission if a child meets the criteria for a referral are:

- Early Years SEND Team
- Speech, Language, Communication and Autism Team
- Dacorum Education Support Centre (DESC)
- School Nursing Team
- Children's Wellbeing Practitioner
- Deaf and Hearing Support Service
- Visual Impairment Team
- Physiological and Neurological Impairments Team

Where appropriate, school can also refer children or families to 'Gade Family Services', 'Access to Education for Travellers and Refugees' and 'Young Carers'.

We have had a partnership with the NHS Mental Health Support Team since September 2022. In 2024 this partnership transferred to the NHS SEND Mental Health Support Team and our named Educational Mental Health Practitioner (EMHP) is Lauren Raisbeck. Support provided by our EMHP includes 1:1 sessions for parents, school assemblies, pupil workshops and whole class sessions. If a child or family meets the criteria for 1:1 support, these can be made by school or your child's GP.

School also has a traded agreement with Safe Space Counselling. If a child has mental health needs and meets the criteria for a referral, this will be discussed with parents/ carers.

Further information about external agencies we work with and support services for parents/ carers of children with SEND, can be found on the Inclusion Page of our school website.

[Inclusion \(incorporating SEN and disability information\) | Micklem Primary School](#)

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

- All children are supported in their home learning through reading, homework, class pages on the school website and regular newsletters. This is adapted where appropriate.
- Where appropriate, home school books may be set up in which messages can be exchanged.
- Where a specific assessment has been carried out by the class teacher, Inclusion Lead or an external agency because of concerns raised, parents/ carers will be contacted to discuss results and suggested ways forward.
- The Pastoral Team share strategies and sign-posts to services to support your child's social, emotional and mental health.

- Parent/ carer workshops are regularly shared in the newsletter. Support is also offered through individual phone calls or meetings, coffee mornings and drop-in sessions with external agencies such as Gade Family Services or the Mental Health Support Team.
- If outside agencies such as DESC or the Speech, Language, Communication and Autism Team have been involved, suggestions and strategies are often provided that can be used at home.

9. How does the school enable constructive partnership working with families?

We encourage all parents/ carers to actively engage in and contribute to their child's education and wider life of the school.

Opportunities to engage in and contribute to your child's education may be through:

- Participation in learning mornings, parent workshops and events.
- Support with your child's reading and home learning.
- Discussions with the class teacher.
- During Parents' Evenings which take place at key points in the school year.
- During discussions with the Inclusion Lead or other professionals.
- Meetings regarding support plans in place for your child such as an APDR, PSP or EHCP.
- The Early Years and Foundation Stage have home learning stories which inform the assessment pack which parents are encouraged to contribute to.

Opportunities for parent/ carer involvement in the wider life of the school include:

- Joining the 'parent teacher association' (PTA) and/ or helping at PTA events over the year such as the Christmas Fayre, discos and Summer Fayre.
- Becoming a parent governor and helping develop policies across the school.
- Involvement on days such as 'Celebrating Cultures' and/ or joining groups such as the EYFS working party to spruce up the children's outside area.
- Supporting on school trips and events.

All children at Micklem are encouraged to take an active role in school life. Year 6 House Captains and School Counsellors (Reception - Year 6) are voted for annually by their peers. Children also have the opportunity to volunteer to be peer mediators in Year 5 and 6. Some KS2 children with SEN have the opportunity to become Forest School Leaders.

We are a 'No Outsiders' school and the children with SEN are represented at all levels of school life and decisions. Please see Mr Swift for more information about 'No Outsiders'.

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

Activities, extra-curricular clubs and school trips are available to all.

- For school trips, including sports events, risk assessments are carried out and procedures are put in place to enable all children to participate.
- If required for a child's medical needs or SEN, an individual risk assessment is also carried out. If this suggests that support is required beyond what is normally in place for the child in school, a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff.

- For more information, please see the school's policies for teaching and learning, inclusion, equality information and objectives and accessibility plan, off site visits, behaviour and social media. [Policies | Micklem Primary School](#)

11. How accessible is the school environment?

The school's accessibility plan is regularly updated and reviewed and, as a school, we are happy to discuss individual access requirements. The school has a disabled toilet downstairs, opposite the office as well as slopes at the main school entrance. The front doors to the school can be widened for wheelchair use. Nursery and key stage 2 are currently accessed by stairs, and due to the age of the building, there is no lift.

Please see the school's equality information and objectives and accessibility plan for further information.

12. Who can I contact for further information?

- If you wish to discuss your child's educational needs please contact your child's class teacher in the first instance.
- You can make an appointment with our Inclusion Lead, Miss Palmer via the school office on 01442 408964 or admin@micklem.herts.sch.uk
- Information and contact details for Hertfordshire's SEND Information and Advice Service (SENDIASS) and parent carer forums can be found on the Inclusion Page of our school website. [Inclusion \(incorporating SEN and disability information\) | Micklem Primary School](#)
- If you are unhappy about your child's provision, and feel conversations and meetings with staff have not resolved your concerns, details of our complaints procedure can be found on the school website. [Policies | Micklem Primary School](#)

13. 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?

We understand what a stressful time joining and moving schools can be. Therefore many strategies are in place to enable your child's transition to be as smooth as possible. We tailor transition programs to support pupils transitioning to education, a new year group or another school. When needed, we provide pupils with transition books with pictures of their new class, teacher and TA. Additional visits to their new class are also carried out. The level of support required is dependent on each child's needs, age and development. We liaise closely with previous and new schools to support transition visits. If you have any concerns that your child is worried about transition or moving on, please contact their class teacher.

Transitions from Pre-School to Nursery - Staff make home visits and transition 'stay and play' sessions are set up so parents/ carers and children can visit the setting together prior to starting. Information about school is provided to parents/ carers, and information about the child is gathered from parents/ carers and any previous settings. Appointments can be made to meet with the Inclusion Lead where necessary.

Transitions from Nursery to Full Time Education - Staff make home visits and a transition 'stay and play' session is held in the summer term so parents/ carers and children can visit the setting together. Information about school is provided to parents/ carers, and information about the child is gathered from parents/ carers and any previous settings. Appointments can be made to meet

with the Inclusion Lead where necessary. For children with significant SEN, in addition to meeting with parents/ carers, the class teacher or Inclusion Lead will visit the child and meet with staff at their previous setting in the summer term.

All reception children begin their time at Micklem on a phased timetable. This happens over the first week and details about the times will be given to you in the summer term. If your child needs additional support with transitioning to a full time timetable because of SEN, paperwork can be completed to allow a longer phased transition start. This will be reviewed in regular meetings and we aim to ensure all children are in full time education as soon as possible.

Transitions between Classes or IAP in Micklem - When moving between classes or the IAP in school, information is accessible to all teachers and transition meetings are held between teachers, supported by the Inclusion Lead as appropriate. Your child will be provided with transition books where relevant. This includes photographs of different members of staff and places. Social stories are also often used to help manage transitions alongside opportunities for children to informally visit their new classroom e.g. by helping with jobs. In the summer term, all children have opportunities to think about and prepare for class transitions through their Jigsaw PSHE topic 'Changing Me'. All children also have a Forest School session where their new teacher comes to meet them, ahead of 'Moving Up Morning' when they visit their new classroom and teachers. We arrange for more time to be spent on transitions if this is a concern for your child.

Primary Transition to Secondary Education - Secondary Year 7 Heads meet with our Year 6 teacher to support the transition of all children. For children with SEN, secondary SENCOs meet with the Inclusion Lead to discuss key information and manage transitions for our Year 6 children who may need additional support. This could include additional visit days to their new secondary school, visiting the school when it is quieter or being enrolled on support programmes offered by the secondary school. We also have involvement with other services such as DESC and the Mental Health Support Team who can provide specialist support in secondary transition, if a child meets the criteria for a referral.

Moving to Different Schools During Primary Education - Where information about a child joining or leaving us is shared ahead of time, depending on the child's age, we follow the same procedures as when a child joins us at the beginning of their education, or moves between classes within school. A home visit will also be arranged for children joining us. We aim to work with parents/ carers and the child's previous or next setting to ensure key information is shared to enable as smooth a transition as possible.

All information about your child will be passed onto their new school as soon as they are on roll, and we request the same for children joining us from a previous setting.

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

The school is responsible for making reasonable adjustments for children. The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of pupils with SEN. It is used towards TAs, to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff. Resources are allocated to pupils depending on their needs. Additional provision may be allocated for children following pupil progress meetings or where an additional need has been raised by a member of staff or an outside specialist.

Some children may have specific needs that are set out in an EHCP. Resources are then allocated to ensure the appropriate support and agencies are involved to meet the child's needs.

Where a pupil requires provision which exceeds the nationally prescribed threshold, and they don't have an EHCP, additional top-up funding can be applied for through the local authority. This top up funding is called 'Local High Needs Funding' (LHNF) and can be applied for by the school for children with severe and complex needs once, for a maximum of three terms support. The school is responsible for applying for the funding and managing the budget.

SEN expenditure is monitored by the Governing Body.

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

- When children join the school, support is initially allocated according to the information provided by parents/ carers and the feeder school/ nursery/ pre-school.
- Once a child is attending school, we follow a graduated approach to identify their needs and the support they require. This is a cyclical process.
- Where further concerns are identified due to the child's attainment levels or lack of progress then additional support will be arranged. This is planned by their class teacher and delivered by the teacher or TA. It may include additional scaffolds in class or class based interventions such as daily reading, pre-teach groups or phonics interventions.
- If further concerns are identified at termly pupil progress meeting discussions between the class teacher and Senior Leadership Team, the Inclusion Lead will support the completion of more specialised assessments and/ or more specialised support. This may include support delivered by a TA for speech and language difficulties or specific learning difficulties, support from the pastoral team for social, emotional and mental health needs, or the IAP, with parental consent, if they meet the eligibility criteria and there is an available space.
- If concerns are raised about a child's attendance, the pastoral team follow a graduated approach to identify the support the child and family require. Examples of this include 'soft touch' check-ins for a child throughout the day or having a meet and greet on the playground in the morning. Where there are ongoing concerns about attendance, a pastoral support plan will be written with parents/ carers.
- Where a child is identified as having SEN, we aim to remove barriers to their learning and put effective support in place, through their APDR cycle as per the SEND Code of Practice (2014). This states *"This SEN support should take the form of a four-part cycle [APDR] through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people."*
- If external specialist agencies are involved with a child, support is also allocated on their recommendations. If this support is beyond what is normally available within school, and depending on the child's level of need, it may involve an application for Local High Needs Funding or an Education and Health Care Plan.

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

[The Hertfordshire SEND Local Offer](#) lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

Information about support and services for children and young people with SEN in Dacorum can be accessed through [Dacorum DSPL](#).

Clink on the blue hyperlinks to visit their websites.