

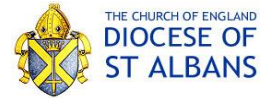
Weston CofE (VC) Primary School & Nursery

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A Community, Learning and Growing

- Our school's strong community includes our pupils, staff, parents, governors and others.
- All members of this community are growing, learning and flourishing alongside one another.
- To do this, we need strong roots to support our growth as individuals.
- Our Christian Vision is based on Psalm 1 which compares people to trees, growing and flourishing.
- We also learn about a range of Christian Values to help us understand the life and teachings of Jesus.
- Our school logo reflects this vision, and also our rural location.

18 September 2025

SEN Information Report 2025- 2026

Our School's Offer

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Weston CE Primary School we pride ourselves on providing a good education for all children. We are able to provide an education for all children with all kinds of Special Educational Need, whether living with their parents or living in care. We follow the Hertfordshire Ordinarily Available Provision guidance.

Through the quality teaching in our classrooms, teachers continually assess pupils' progress through daily observation, marking and feedback. Achievements are tracked in a variety of ways that enable teachers to check that pupils are making progress in line with the expectations for their age. Each term, teachers make a formal judgement of pupils' achievements and the progress of all pupils is then discussed with the head teacher/Deputy head teacher in Pupil Progress Meetings and then in subsequent teacher meetings. Between these discussions, staff may bring any concerns to the Special Education Needs Coordinator (SENCo) and then provision is adjusted accordingly. Any children making less-than-expected progress in any term are noted and provision is adjusted accordingly. Over time, or where concerns are immediately

significant, children will receive Special Education Needs (SEN) Support, which will be discussed with parents.

Teachers will also meet to discuss children's needs as they emerge - they don't wait for these half termly meetings. We use observations; monitoring of a child's learning in class; feedback from the child as well as concerns from parents and carers. Should you have any concerns, please contact either the Head teacher or Mrs Gooderson (SENCo) via the school office. You are also strongly encouraged to talk to your child's class teacher in the first instance.

The school has a strong sense of community, and parents have many opportunities to speak to staff if they are concerned about the progress of their children. The leadership team are at the main door each day and class teachers are around at the end of the day. Parents can also make an appointment to see any member of staff by speaking to the school office, face-to-face or on the phone.

In Nursery and Reception, all new pupils to our school, receive a home visit from the teacher and the Teaching Assistant who will be working with their child. This is a very good opportunity for parents to raise any concerns before their child even starts their school journey.

Children have many opportunities to articulate concerns or anxieties about their own learning with their class teacher and/or their chosen adult. As a school, we teach and promote 'Zones of Regulation and Protective behaviours' as part of our PSHE lessons. Communication boxes/'Worry monsters' and a reminder of the zones of Regulation are in each class for children to write their concerns down and request to speak to a member of staff that they feel comfortable with. They are taught to self-assess their learning, and to enter into discussions with teachers about their learning. They are encouraged to edit and refine their work using a purple pen - 'purple polishing'. There is strong pastoral support and all staff build strong relationships with pupils and support their learning. Additionally, staff closely observe and monitor the behaviour of all pupils, looking out for indications of anxiety or difficulties that the children may not be able to articulate themselves.

How will school staff support my child?

Teachers are responsible for the learning and progress of all children in their class.

The school strongly prioritises the provision of high-quality, whole-class teaching.

This is the first and most important provision for all children; no amount of intervention and specialist support can compensate if this provision is not right for all children.

All classes have a Teaching Assistant during the morning and afternoon. The Teaching Assistants also provide additional, targeted support outside lesson time, for example

running specific intervention programmes daily where needed and on advice from EHC plans. Some pupils may need more specific one to one support and some children may need temporary support, for example after a bereavement or traumatic experience.

The SENCo oversees and co-ordinates all SEND provision. This happens through termly pupil progress reviews, in teacher meetings, SEN support reviews, supporting teachers to plan special educational provision, monitoring and evaluating provision through observations, and sharing best practice. They also ensure that appropriate external professionals are involved in planning provision. It was highlighted in a recent (June 2024) external review of SEND practice that the school's 'early identification of SEND is 'exemplary'.

The progress of children receiving special educational provision is also monitored by the governing body. The governors receive termly progress information from the head teacher and there is a governor (s) specifically assigned to monitor SEN and participates in an annual audit of practice and external review visits from HFL. Where required, a personal "Learning Planner" is written. The child, as well as their parent, meets with the class teacher and/or SENCo to contribute towards targets and steps to ensure progress.

There is a specific 'graduated approach'; where the child, the family and the teaching staff's viewpoints are considered through a 'Assess, Plan, Do, Review' meeting. When concerns are initially raised, we create a profile about your child with you and also in discussion with child. This identifies what could happen in class to support learning which is reviewed after half a term. The child will be asked what does learning look like on a 'good day' as compared with a 'bad day' to gauge best their preferred ways to learn. The learning plan will be reviewed termly. Targets set in the above documents will be assessed using the same range of means as used to identify SEND concerns. Learning Plans are reviewed with both the child as well as the parent. For specific learning difficulties, EG dyslexia, where reasonable adjustments need to be in place constantly, a Reasonable Adjustment planner will be created and reviewed periodically with parents and pupils.

How will I know how my child is doing?

How your child is doing is an ongoing conversation between parents, carers and school staff. Formal opportunities are available for parents to talk to their child's class teacher each term, in addition to Parent Consultations. A written report is sent home in the summer term, and there are a number of Work Showcases, (open afternoons), across the year, when parents are invited to see their child's work.

Parents of children receiving special educational provision are invited to meet with the school-based professionals working with their child every term, to review and plan

provision and agree desired outcomes. The SENCO is also available on Thursdays and Fridays to meet with parents and carers to discuss progress.

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

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support are regularly used, for example, 'Clicker' word processing.

For a child who has been assessed as in need of SEN support, we follow the graduated response cycle of 'assess, plan, do, review'. There will be termly planning meetings for children receiving SEND support. These involve the parents and class teachers, the SENCO and any external professionals involved with the child, as appropriate. At these meetings, we will review the child's progress over the preceding term, and plan provision for the term ahead. Targets are agreed/reasonable adjustments set for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents is central to these meetings. Regard is also given to the advice of external professionals when planning provision.

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

At Weston CE Primary School, children's overall wellbeing is central to our ethos. We work very hard to develop children as well-rounded, happy, confident people.

We have many opportunities to celebrate children's achievements, including Star of the Week, reading certificates and medals, head teacher awards, annual performances for all classes, house points, and so on. We take every opportunity to expose children to as broad a range of life experiences as we can, from sports events, day trips to life-changing school journeys.

We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to all decision-making. We teach children to respect each other and their environment and to behave appropriately at all times.

School exclusions are administered rarely, and only ever as a last resort.

We have a number of qualified paediatric first-aiders on our staff, with named staff on call at all times to deal with first aid matters; all staff have annual Epi-pen training and asthma training. Prescribed medication can be given to the office and administered by a named member of staff, in close consultation with parents. Individual health care plans are written with parents where needed; for example, if a child has a temporary medical issue, broken arm etc.

We have staff trained in Protective Behaviours and all our teaching staff are trained in Zones of Regulation. Our TAs are trained to support pupils with a range of SEND, for example, ASD, ADHD and support strategies from the SPLD base. Ad hoc and planned pastoral support is available to all children at all times. The children are aware of this and readily ask for support. Parents and staff can also request this support. The head teacher and the deputy head teacher oversee any child-protection issues in the school, and the whole staff receives child-protection training periodically.

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

The SENCo co-ordinates the specialist support of a number of external agencies, including the North Herts ESC team, Educational Psychology Service and the Speech and Language service etc. Best practice locally is shared through networks such as the Head Teachers' Consortium and local SENCo meetings.

For exceptional needs, the school or parents can apply for an Educational Health Care Plan on the advice of outside agencies. This usually happens when outside agencies have been involved and progress is limited. Evidence of advice being followed over a period of time is required, along with reports from Outside Agencies, including the Educational Psychologist.

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

All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school.

We have a team of good and outstanding teachers, who continually work together to improve their teaching practice. Some of our Teaching Assistants are currently undertaking formal studies, linked to education, in order to develop their expertise as teachers. All staff are continually developing their practice.

We have staff trained within SpLD (Dyslexia), Speech, Language and Communication, Emotional and Mental health; Autism Spectrum and attachment disorder. We are looking to continually improve our understanding and practice within SEND.

The SENCO has completed the SENCO Award.

How can parents/carers support their child's learning?

Your role as your child's parent is central to their education. We value your knowledge and expertise about your child, and strongly believe that we are here to support not only your child but also their family. We conduct home visits for all Nursery and Reception children before their first day of school, so that every child's education starts with the school and parents working together.

In Nursery, we will encourage you to talk to your child, to read with them regularly, and to give them rich experiences of the outdoors, such as visiting parks and playgrounds.

From Reception onwards, we will ask you to hear your child read at home every day, and to make a note of their reading in their Reading Record Book. We will send home activities linked to that week's learning for you to do with your child.

We recognise that for a huge variety of reasons some parents find it difficult to support this home learning. We will hold regular meetings and workshops in school to show you how we are teaching your children – for example, meetings about reading, maths, phonics.

If your child receives special educational provision, we will invite you into school to discuss the strategies that we use in school; we will seek your advice about what works at home, and also show you strategies that are working at school.

We have good connections with the local children's centres and can point you in the direction of a number of other such opportunities as well as free courses. We can also offer opportunities for parents to volunteer in school, and to build their skills through this work.

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

Formal opportunities are available for parents to talk to their child's class teacher each term, during Parent Consultations. A written report is sent home in summer, and there are a number of Work Showcases across the year, when parents are invited to see their child's work.

Parents are invited to maintain open communication with school staff through home-school link books and reading record books.

Parents can influence the direction of the school through involvement in Friends of Weston, becoming school governors, and by responding to parental questionnaires (completed annually).

Through church, cake sales, and other social gatherings, we hope to maintain an ongoing dialogue with parents about all aspects of their child's development. Teachers and the headship team are at the door every day and welcome these discussions.

Parents of children receiving SEND support are invited to meet with the school-based professionals working with their child every term, to review and plan provision and agree desired outcomes. The voice of the child and the parents is central to these meetings. The SENCO is also available on Thursdays and Fridays to meet with parents and carers to discuss progress.

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

All educational visits include the whole class and at times during the school year, the whole school. If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and

remove any barriers to participation – for example, we might allocate additional adults to support the child, ensure that there is a car to drive the child if the walk is too long, or go on practice journeys to get the child used to the route. We may involve you in this process, and may even ask you to accompany your child on the trip. Ratios for school trips are always at or above the standards set by Hertfordshire County Council. We have flexible start and end times to the school day, by providing a breakfast club to widen pupils' access as far as possible and a range of after school clubs, some of these are currently run by the Premier Education team.

How accessible is the school environment?

The school is partially accessible to all. While we are housed in a Victorian building, which can pose difficulties when considering access, we are looking into more ways on how to improve this. There is a disabled toilet in our main building and a ramp to the entrance in the spare classroom. We also have a removable ramp. Classrooms can be swapped around to meet disability needs, for example a wheelchair.

For any children and parents with limited English, we can provide translators for formal meetings, buddy systems and English classes for children new to the school, and we develop the parental community to ensure that language matches can be found.

For pupils with other additional needs, for example Dyslexia, we have coloured exercise books, overlays, talk to print software etc. We also have breakout/ soft play areas for when pupils may need some time to regulate their emotions.

Who can I contact for further information?

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff.

Teachers and the headship team are also available every morning and evening, and either the Head, Deputy Head Teacher are always available to talk to parents.

The SENCO is available on a Thursday and Friday and appointments can be booked via the school office.

The school's Complaints Procedure is published on the website: www.weston.herts.sch.uk

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?

At Weston CE Primary School, we have developed clear transitional processes. These include:

- Induction/welcome booklet
- Child is introduced to key staff on a pre-visit
- The class teacher will monitor the child over the first weeks and provide extra pastoral support as needed
- Organise extra visits to school a child is moving on to

- Pastoral support around dealing with change is offered 1:1 or in a small group to highly vulnerable children (at any transition point in their time with us)
- Every new child to our school will have a tour and will be given a buddy to support them in making friends
- We share information with the preceding school and work closely with the parents to ensure that the child's needs are met quickly.

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

Pupil progress meetings and SEN support reviews lead the planning for the allocation of the school's resources, so that children's needs are central to this decision-making. The leadership team report to governors regularly on the allocation of resources.

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

Support is carefully matched to children's needs, and can be given through reasonable adjustments to the curriculum, intervention groups, one-to-one or small-group work, or specialist resources. These decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions, Specialist advice and observation of children; parents are closely involved in these decisions through the termly SEN reviews.

It is our aim to develop the independence of all pupils and no child will receive full-time support from the same adult.

Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.

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?

Hertfordshire County Council's Local Offer can be accessed online -see link on website.

Glossary

EHCP - Educational Health and Care Plan

SENCO - Special Needs Co-ordinator

SEND - Special Educational Needs and Disability

SLCN - Speech, Language and Communication Needs

SpLD - Specific Learning Difficulties