

# **SEND Information Report 2024-2025**

## **What are Special Educational Needs (SEN) or a disability?**

At Parmiter's, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
  - *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
  - *Special education provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

## **What kinds of SEND are provided for at Parmiter's School?**

At Parmiter's School we currently provide additional and/or different provision for students under the four broad areas of need:

- Communication and interaction e.g. Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)
- Cognition and learning e.g. dyslexia, dyspraxia and Moderate Learning Difficulties (MLD)
- Social, emotional and mental health e.g. anxiety
- Sensory and/or physical needs e.g. sensory impairments

## **How does Parmiter's School identify students requiring additional help?**

We identify students requiring additional help at the earliest opportunity through:

- concerns raised by parents/carers, external agencies, subject teachers, the student's previous school or the student themselves
- literacy and cognitive screening assessments in Year 7
- whole school tracking, where attainment outcomes indicate a lower than expected rate of progress
- observation of the student indicating that they have additional needs

If parents/carers have concerns relating to their child's learning or inclusion, they should initially discuss these with their child's subject teacher and/or form tutor. This applies to a student's own concerns as well. This may then result in a referral to the school's Curriculum Support Team/SEN Department.

The SENCOs at Parmiter's are Mrs Joanna van Rooij and Miss Karen Crawley.

## **How will the school support a student with SEND?**

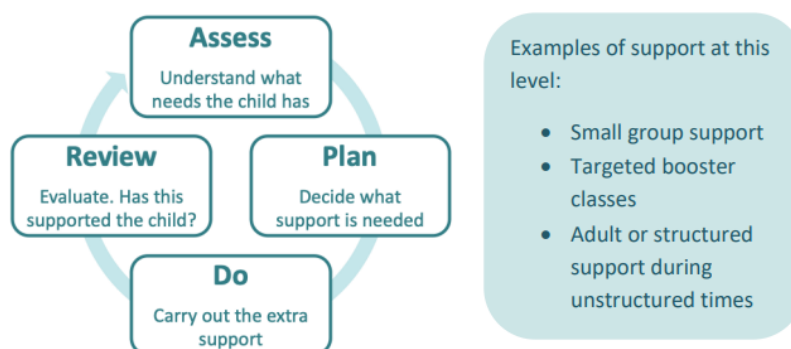
All teaching staff work towards 'Quality First Teaching' and high aspirations for all. High quality and adaptive teaching delivered by mainstream subject teachers will best meet the learning needs of all

students. Provision is made in each lesson for meeting the diverse needs of all learners and their achievement levels. This includes universal provision and reasonable adjustments to ensure progress for every student in the classroom.

All teachers are provided with information about the learning needs of individual learners with SEND via the SEN register and Additional Needs List along with specific strategies they might use to ensure that students can access the learning.

For a small number of students, including those with SEND, differentiated and individualised interventions may be necessary. We offer some small group teaching, for a very small number of identified students. We use a range of teaching materials with a focus on literacy skills at KS3, in close liaison with the English department and preparation for adulthood at KS4. We provide support for external examinations, in line with guidance and policy from the Joint Council of Qualifications (JCQ) in the case of significant learning difficulties that have a long term adverse effect on performance and speed of working. Some students may follow one fewer GCSE to enable them to access additional support to achieve their own personal goals and future plans.

The school routinely reviews and assesses the progress of children and young people towards outcomes. If progress rates are judged to be below expected, despite the delivery of high quality interventions, the school follows a four stage graduated approach (assess, plan, do, review). The graduated approach provides a framework for us to assess the student's needs, plan appropriate next steps and review their subsequent progress. This approach also enables us to monitor the effectiveness of provisions for individual students. As part of this process advice may be sought from external agencies in consultation with parents/carers and students. For students with an EHCP, advice and strategies are followed in accordance with their EHC plan and in collaboration with external professionals as appropriate.



For a very small percentage of students, when the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made to the local authority to conduct an assessment of education, health and care needs. This process is completed collaboratively with parents/carers and may result in an EHCP being provided.

In addition, if it is considered appropriate, students with specific needs may be provided with specialised equipment or resources such as IT equipment and/or additional adult support.

The graduated approach expects settings and schools to make full use of all of their resources and expertise before accessing increasingly personalised support. By continually monitoring students decisions can be made on the most appropriate level of support for all students, including those with SEND.

## The three levels of SEN provision within the Graduated Approach

### Universal provision

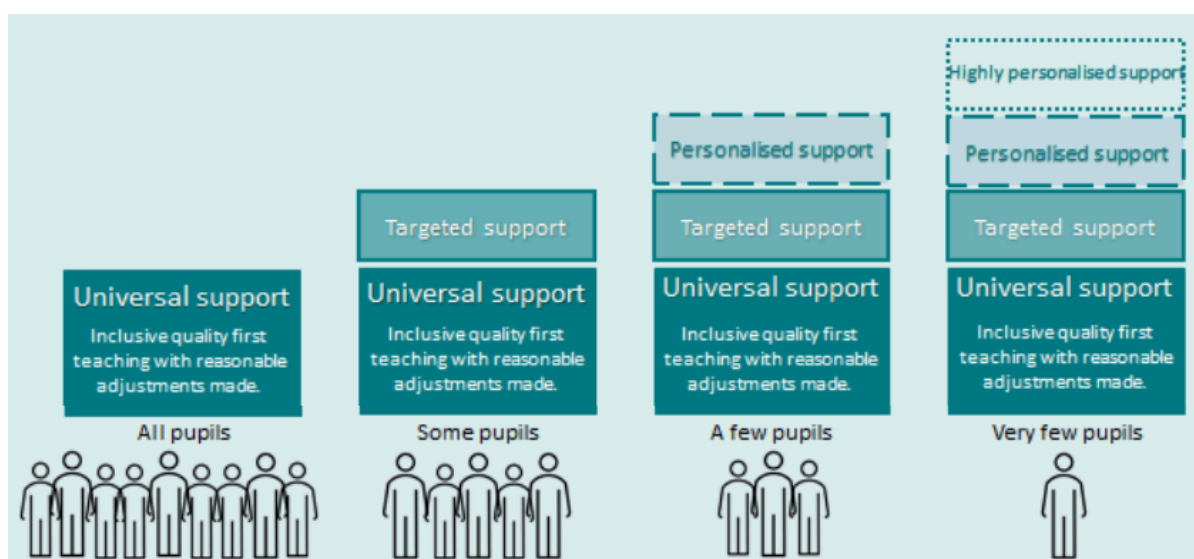
- Pupils operate broadly within the expected range of abilities for their age, but their progress/development may occur at a somewhat slower pace than that of other pupils.
- Pupils remain part of the mainstream teaching timetable for all activities.
- Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs.

### Targeted provision

- Pupils' progress with learning and development is at a very slow rate and more support is needed to achieve this.
- Pupils may be attaining a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers.
- Evidence-based interventions (group or individual) have been identified and put in place based on the identified need.
- Evidence of the impact of the intervention is recorded, to inform decisions about whether the intervention still is appropriate.

### Specialist provision

- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support.
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice.



## How will parents/carers and students be involved in discussions and planning regarding a student's education?

The school uses a student-centred approach and the views of parents/carers and students are sought when considering appropriate support and interventions.

If a child is identified as having an SEN or requiring additional support within the school day, parents/carers are informed.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the subject teacher or form tutor, in the first instance, when they feel concerned or have information they feel they would like to share that could impact on their child's success. Subject teachers are best-placed to offer subject-specific advice and support. Should they require further information or strategies, they will liaise with the Head of Department/Faculty and/or the SENCO. Students are also encouraged to liaise directly with their subject teachers and/or form tutor about any concerns they have with regards to their learning.

### **How will parents/carers know how their child is doing and how best to support them?**

The school will communicate regarding a student's progress on a regular basis in accordance with the school's reporting schedule. This may be through Consultation Evenings, normal reporting procedures, information sessions, contact with Form Tutors, subject teachers, pastoral leaders and/or the SENCO. Should there be a significant concern outside of these arrangements, school staff will contact parents/carers as necessary.

If a student has an EHCP, parents/carers will be invited to an Annual Review meeting each year to discuss and review their child's progress towards the outcomes in Section E of their plan.

Staff are also able to signpost parents/carers to websites, resources and additional strategies that would be useful in supporting learning at home. Subject specific information can also be found on the school website.

### **What support will there be for a student's overall well-being?**

We understand how important emotional well-being is for learning. An important feature of the school is to enable all students to develop their emotional and social knowledge, mental health and well-being. Emotional resilience and social skills are enhanced through direct teaching and indirectly through conversations adults have with students, as well as through peer networks.

Aspects of well-being are covered in our Personal Development curriculum which is delivered through assemblies, dedicated tutor time, workshops and awareness days.

The school offers a wide range of pastoral support for students. Pastoral teams are available to support the student's social and emotional wellbeing and will liaise with parents/carers as necessary.

For a small number of students with high need, extra support can be provided, for example:

- 'Time-out' card to use when upset or feeling overwhelmed
- Mentoring with a member of staff or a peer
- Referral to counselling/mental health teams or to Child and Adolescent Mental Health Service (CAMHS)

Targeted students are invited to interventions to support their well-being and these aim to support improved social interaction skills and emotional resilience.

On occasion it will be appropriate to refer students to external agencies for additional support, this is done collaboratively with parents/carers. A Families First Assessment (FFA) could be implemented if more than one agency is involved.

Students have access, when required, to medical intervention by the school matron or key members of staff who are first aid trained. Opportunities are in place for vaccinations, health checks and staff training as appropriate. There is access to the Hertfordshire County Council School Nurse Service.

Students with medical needs will have their needs shared with staff after a meeting with the school matron and parents/carers has taken place. If appropriate, the student themselves will join the meeting.

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

The school has access to a variety of external agencies and professionals to support the needs of students. These include:

- Specialist teacher for Access Arrangements
- Educational Psychologist (EP)
- Speech and Language Therapy Service (SALT)
- Specific Learning Difficulties advice (SpLD)
- Speech, Language, Communication and Autism Team (SLCA)
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Habilitation Service
- Communication Aid Service East of England (CASEE)
- Services for Young People (SYP)
- Child and Adolescent Mental Health Services (CAMHS)
- Chessbrook Education Support Centre
- Colnbrook outreach support
- Mental Health support and Counsellors
- Occupational Therapy Service (OT)
- Physical and Neurological Impairment Team (PNI)
- Physical Therapy teams
- Education Support for Medical Absence (ESMA)
- Herts for Learning
- Great Ormond Street Hospital and Watford General Hospital
- NHS CYPCC/NHS Hertfordshire and West Essex ICB
- Healthcare Care Agency
- Family Support Workers
- School Nurse and wider health professional support
- Mental Health Teams
- Outreach agencies/organisations
- DSPL9
- Virtual Schools

### **What training do staff who are supporting children and young people with SEND have?**

To ensure a high level of staff expertise to meet student need, on-going and well-targeted continuing professional development and learning opportunities are sought and provided both school-based and externally for all staff. This is to ensure staff:

- continue to build our skills and knowledge base, enabling us to meet the needs of those with general and specific learning difficulties
- have an up-to-date knowledge of SEND issues, current legislation and general awareness.

As part of the local DSPL 9 region, SW Herts SEND Collaboration group and through regular access to HCC and HfL events, significant updates, key information and relevant training related to SEND is accessed.

Mrs van Rooij is a qualified SENCO and holds the NASENCO (National Award for SEN Coordination) and is currently working towards a NPQSL (National Professional Qualification for Senior Leadership).

Miss Crawley has the NPQSL and is currently working towards the NASENCO qualification.

### **How will a student be included in activities outside the classroom including school trips?**

Parmiter's is an inclusive school and committed to providing equal opportunities for all students. We offer a range of clubs, trips and activities to all students.

Working collaboratively with parents/carers and students, reasonable adjustments (including medical considerations) are made where possible to enrich their learning experiences beyond the curriculum. External providers are liaised with and additional staff are deployed where appropriate. External providers are made aware of significant needs of students so that they are treated sensitively and appropriately. Where necessary, risk assessments are completed, external professional advice is sought and procedures are put in place to enable a student to participate in school activities.

Please refer to our Equalities Policy for further information on how the school actively considers our equalities duty when planning for school trips and activities.

### **How accessible is the school environment?**

The school's Accessibility Plan and Policy describes the actions the school has taken and continues to take to increase access to the environment and the curriculum to meet the needs of individual students. It ensures that disabilities are taken into account when planning changes to the physical environment and the learning environment. This can be viewed on the school website.

The school has a number of accessible toilet facilities spread across the school site. Due to the age and configuration of the school site, not all buildings have access to all floors. Classrooms are adapted as best as possible to support the requirements of all learners. Specialist equipment is used where appropriate for students with SEND, which is often provided by or obtained through consultation with external professionals. Advice is sought from the appropriate health/medical professionals.

### **How will the school prepare/support a student when joining the school or transferring to a new school or the next stage of education and life?**

We recognise that transitions can be difficult for a student with SEND and we take steps to ensure that any transition is as smooth and successful as possible.

The school will help prepare and support a student through their transition from primary school by liaising with their previous school and sharing information. The same process is undertaken for students who join the school at a different point of the academic year. Students leaving the school are also supported by liaising with destination educational settings and sharing information.

There are a number of strategies in place to enable effective student transitions, these include:

- A planned induction programme is delivered in the Summer term to support transfer for all Year 6 students starting the school in September. Students with an EHCP will have additional opportunities to visit the school and meet members of the SEN team to supplement the main transition day
- A member of the Curriculum Support Team/SEN Department will visit the primary school (where possible) and they will receive a detailed transition booklet. Information is requested from parents/carers for students who have additional needs.
- Parents/carers of Year 6 students have opportunities to meet with the school and be provided with a range of information to support them in enabling their child to settle into the school routine.
- The Curriculum Support Team/SEN Department liaise with parents of new students with an EHCP or additional needs joining in-year to allow for a collaborative plan and/or conversation.

Contact will also be made with the SENCO at the previous school to ensure a smooth transition and school records will be requested.

- Relevant information will be shared with both academic and pastoral staff in order for them to best support students.
- Cognitive Ability Tests and baseline assessments are completed in Year 7. These provide solid information about student needs and data from which to measure progress. Monitoring the progress of the students continues throughout Key Stages 3, 4 and 5 as part of the school's monitoring and tracking system.
- Parents/carers and students will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate.
- Where a student has an EHCP, reviews in Year 9, Year 11 and Year 13 will include a focus on preparing for adulthood, including employment, independent living and participation in society.

The school provides information to ongoing schools or colleges in line with statutory requirements from the SEND Code of Practice 2014.

### **How are the school's resources allocated and matched to students' special educational needs?**

The budget for SEND students is used to provide additional support from teaching assistants in class (where appropriate), equipment, facilities and relevant resources to support students identified with SEND.

The school has an amount identified within its overall budget called the 'notional SEND budget'. This is used for resources to support the progress of identified students with SEND. This can be used towards employing staff, buying specialist equipment or to provide specialist training for staff.

'Top up high needs funding' is additional funding that can be applied for to support inclusion and meet the needs of students with complex and/or significant needs in mainstream schools who require specialist help to make progress with their education.

### **How is the decision made about how much support a student will receive?**

If a student requires provision that goes beyond universal provision in the classroom, the support that they will receive will depend upon the type and degree of need that is 'additional to and different from that of their peers.' Decisions regarding their support are made in accordance with the graduated approach previously outlined involving students and consulting with parents/carers where appropriate.

### **How are children supported who are looked after by the local authority and have a special educational need?**

In addition to all of the above, the SENCO meets regularly with the Designated Safeguarding Lead (DSL) and Designated Teacher for Children Looked After (CLA), attending Personal Education Plan (PEP) meetings where appropriate. The DSL then ensures that appropriate adjustments are made and liaises with the relevant professionals involved, e.g. local authorities, the virtual school, social workers, etc. Should that student also have an EHCP, the SENCO and SEN Team will have more involvement.

### **Who can be contacted in school for further information?**

If a parent/carer wishes to discuss their child's special educational needs or concerns, the first point of contact would be their Form Tutor and/or subject teacher, who may liaise with the Head of Year and/or Head of Department/Faculty and the Curriculum Support Team/SEN Department.

The Curriculum Support Team/SEN Department can be contacted via phone: 01923 671424 or via email: [sendept@parmiters.herts.sch.uk](mailto:sendept@parmiters.herts.sch.uk)

Members of staff, as listed above, can be contacted in the first instance via email:  
[admin@parmiters.herts.sch.uk](mailto:admin@parmiters.herts.sch.uk)

### **Who can be contacted if there are issues with the support a student receives?**

If parents/carers of a student with SEND are unhappy with the school's response to meeting the needs of their child, the first step would be to arrange a meeting with the student's Form Tutor and/or subject teacher, who may liaise with the Head of Year and/or Head of Department/Faculty and the Curriculum Support team/SEN Department. If no resolution is reached and parents/carers wish to make a complaint about the provision made by the school, they should refer to the school's complaints procedure, which can be found on the school website.

Parents/carers of a student with an EHCP will know the contact details of their child's key worker and lead SEN teacher.

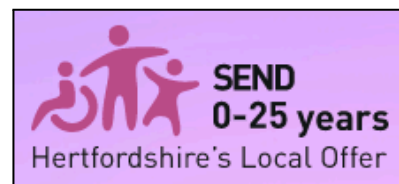
If parents/carers have questions, concerns or a complaint about the way the school has been delivering the provision set out in Section F of their child's EHCP, they may wish to escalate this further to the Local Authority that maintains the child's EHCP. If the EHCP is maintained by Hertfordshire County Council, contact can be made setting out the detail of your concerns/complaint and sending it to:

Customer Service Team - Complaints  
Postal Point: CHO118  
Resources Department  
County Hall  
Hertford  
SG13 8DF

Email: [cs.complaints@hertfordshire.gov.uk](mailto:cs.complaints@hertfordshire.gov.uk)

### **Where can information be found about the Local Authority's offer of services and provision for children and young people with SEND?**

The Hertfordshire Local Offer informs parents/carers and young people about what special educational needs and disabilities services are available in Hertfordshire and who can access them.



The local offer for Hertfordshire can be found at the following link:

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

### **Who can be contacted outside of the school for impartial advice about SEND?**

To access impartial and confidential information, advice and support, parents/carers of children and young people with SEND can contact the Hertfordshire 'Special Educational Needs and Disability Information Advice and Support Service' (SENDIASS) and the local area group for 'Delivering Specialist Provision Locally' (DSPL), details of these can be found via the following links:

<https://www.hertssendiass.org.uk/home.aspx>

<https://www.dspl9.uk/>

