



SEN Information Report – Hertsmeire Jewish Primary School September 2026

Hertsmeire Jewish Primary School is an inclusive school. We are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), achieve their full potential and are fully included in all aspects of school life.

This report complies with the requirements of the SEND Code of Practice and the Equality Act 2010.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Needs are considered within the four broad areas identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

1. 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?

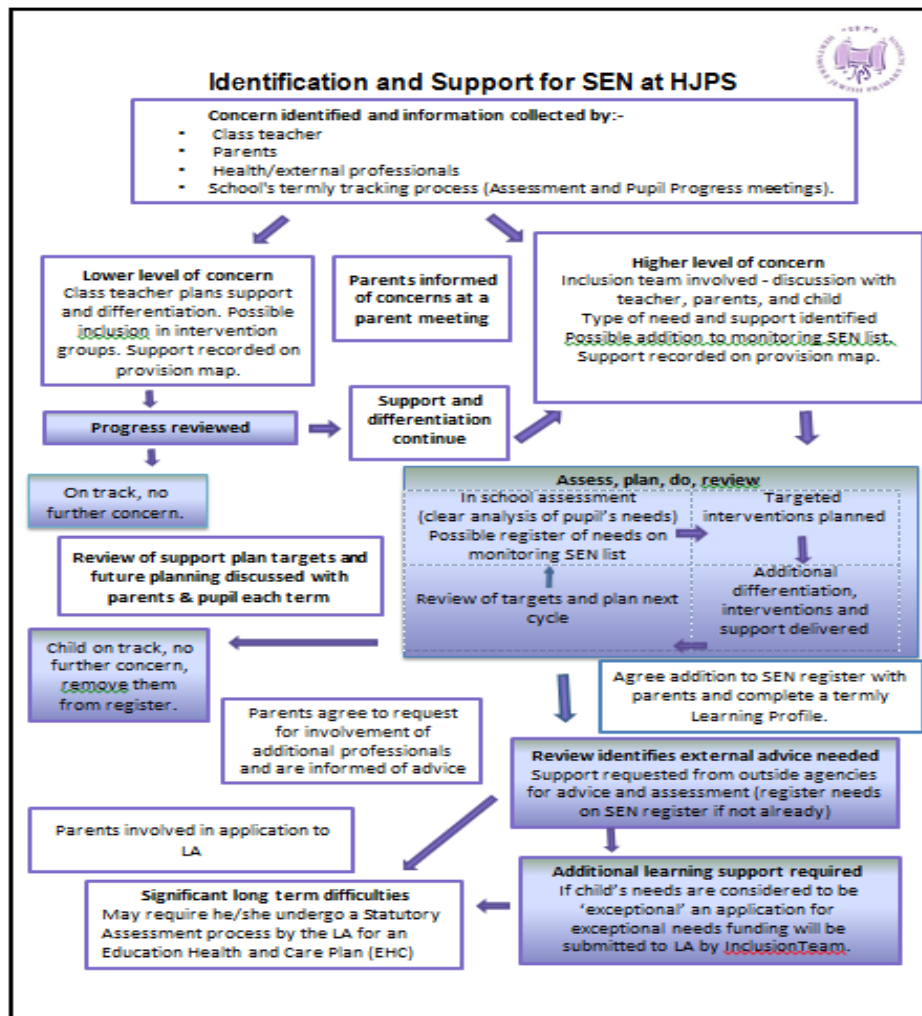
The attainment and progress of all pupils is monitored regularly through daily observation, marking and feedback, alongside formal assessments each term.

Pupils who are not making expected progress from their starting points are identified through pupil progress meetings. These pupils are discussed with all staff working with them and the Inclusion Team.

The school follows the graduated approach of **Assess, Plan, Do, Review**:

- **Assess:** Identification through assessment, observation, and discussion with parents
- **Plan:** Targeted support and interventions are planned
- **Do:** High-quality teaching and additional support are implemented
- **Review:** Progress is reviewed and provision adjusted

Parents are informed and involved throughout. Where necessary, further assessment may take place and, if appropriate, the child may be identified as having SEND.



2. How will school staff support my child?

High-quality teaching is the first response to any pupil not making expected progress. Teaching is adapted to meet individual needs.

Where additional support is required, targeted interventions may be delivered in small groups or individually by trained staff. These are often delivered within the classroom to maximise impact.

The class teacher remains responsible for the child's progress at all times and works closely with Teaching Assistants.

The Inclusion Leader (SENCo) provides guidance, monitors provision, and liaises with external agencies. A named governor oversees SEND provision.

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

Parents are kept informed through:

- Termly parent consultations
- Annual reports
- Termly SEND review meetings

- Ongoing communication (email, phone, home–school books)

Progress is monitored regularly and provision is adapted as needed. The effectiveness of SEND provision is reviewed and reported to governors.

4. How will learning be matched to my child's needs?

A detailed assessment considers:

- Teacher assessments
- Previous attainment and progress
- Comparison with peers
- Parent and pupil views

Teaching is adapted through:

- Differentiation
- Use of varied teaching styles
- Visual and practical resources
- Pre-teaching of vocabulary
- Use of technology

Additional support may include targeted interventions or personalised learning approaches.

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

We promote a safe, supportive environment through clear routines and a therapeutic approach to behaviour.

Support includes:

- Wellbeing curriculum
- Nurture groups and targeted support
- Access to a wellbeing practitioner
- NHS Educational Mental Health Practitioner
- Zones of Regulation approach

We work with external agencies where needed and provide personalised support plans.

Safeguarding is a priority. All staff receive regular training and concerns are recorded using CPOMS.

Individual Healthcare Plans are in place for pupils with medical needs.

6. What specialist services and expertise are available?

Staff have a wide range of SEND expertise, including:

- Autism
- Dyslexia and dyscalculia
- Speech and language
- Motor coordination difficulties

We work with external professionals including:

- Educational Psychologists
 - Speech and Language Therapists
 - Occupational and Physiotherapists
 - Specialist advisory teachers
 - School nursing service
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7. What training do staff receive?

Staff receive ongoing training, including:

- Autism awareness
- Speech and language
- Behaviour strategies
- Literacy and maths interventions
- Mental health and wellbeing

The SENCo has completed the National SENCo Award and attends regular local authority updates. Staff training is regularly refreshed.

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

We value strong partnerships with parents.

Support includes:

- Parent meetings and workshops
- Curriculum information
- Guidance on supporting learning at home
- Access to Family Support services

Parents are encouraged to support reading, homework, attendance, and routines.

9. How will I be involved in planning my child's education?

Parents are involved through:

- Termly SEND review meetings
- Parent consultations
- Ongoing communication

Parents' views are central to planning and reviewing support.

10. How will my child be included in activities and trips?

All pupils are included in school activities and trips.

Reasonable adjustments are made, including:

- Risk assessments
 - Additional staffing
 - Adapted transport arrangements
 - Preparation through social stories
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11. How accessible is the school environment?

The school is fully compliant with the Equality Act 2010.

- Wheelchair accessible building
- Lift access
- Disabled toilet facilities
- Specialist equipment available

Further details can be found in the school's Accessibility Plan.

12. Who can I contact for further information?

The school SENCo (Inclusion Leader) is **Alison Waller**.

Contact: 01923 855857 | inclusion@hjps.herts.sch.co.uk

Parents may also contact the class teacher or senior leaders. The school complaints procedure is available via the school office.

13. How will the school support transitions?

We support pupils through:

- Transition visits and resources
- Liaison with previous and receiving schools
- Additional support for pupils with SEND

Enhanced transition arrangements are provided where needed.

14. How are resources allocated?

The school uses its notional SEN budget to provide:

- Staffing support
- Resources and equipment
- Training

Additional funding (High Needs Funding) may be applied for where required.

15. How is support decided?

Support is based on:

- Individual needs and assessments
- Parent and pupil views
- Professional advice

Provision is reviewed regularly and adjusted as needed.

16. Where can I find the Local Authority Local Offer?

Hertfordshire's Local Offer is available at:
www.hertfordshire.gov.uk/localoffer

Admissions

Admissions for pupils with SEND are in line with the school's admissions policy and the Equality Act 2010.