



Skyswood Primary & Nursery School

Annual SEND information report 2026-2027



Introduction

Skyswood Primary & Nursery aims to embrace the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse and often complex learning needs, setting suitable learning challenges and overcoming barriers to learning.

Skyswood is an inclusive school that believes strongly that all children, regardless of ability, background or ethnicity, have the right to participate in and enjoy all aspects of school life, and have the opportunity to meet their full potential.

We maintain very close links with our feeder schools in order to ensure that important SEND information on young people is shared appropriately. As well as working closely with our specialist advisors at County and our professional partners in the NHS to ensure that support and provision is provided as seamlessly as possible.

Key Questions:

1. How does Skyswood know if a student needs extra help and what should I do if I think my child may have special educational needs?

- We have robust transition planning and work closely with our local nursery schools to support SEND students in nursery to plan their transition to Skyswood.
- We use effective baseline assessment tests and monitor student progress in order to identify those who are making slower progress than their peers.
- School staff who have concerns about a student can refer him or her to the SENDCO.
- Parents who have concerns about their child's progress can discuss this with their child's class teacher but if the difficulties persist, can contact the SENDCO for advice.
- Children can also speak to any member of staff if they have concerns.
- Skyswood also recognises that not all needs necessarily fall exclusively under SEND and as such we work closely with the class teachers and other external professionals in supporting children.

2. How will school staff support my child?

- The best support for all children, including those with special educational needs, is high quality classroom teaching. As a high performing school, we place great emphasis on ensuring that the quality of teaching delivered meets the needs of all our children.
- We know that some children require additional support and this is provided in the classroom or through additional interventions that are accessed according to the child's needs.

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

- All parents are invited to Parent Consultation meetings in Autumn and Spring terms annually to discuss their child's progress with class teachers. In addition, children on the SEND register are offered termly parent meetings with the SENDCO.
- All children on the SEND register will have an individual Assess, Plan, Do, Review document which is updated termly and is available to parents, staff and key stakeholders.
- Parents of children with an Education, Health and Care plan are invited to an additional annual review meeting with the SENDCO.

- Parents can make contact with the SENDCO on an ad-hoc basis to discuss specific issues or areas of concern.

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

- Skyswood uses teacher assessment as well as the results of any specific screening or baseline testing in order to match provision to needs.
- All staff have specific guidance and key information to support the best possible provision for children with SEND.
- The SENDCO advises teaching and other relevant staff with regard to individual children's specific needs.
- Advice from external professionals can be sought and used to implement specific strategies or to access particular resources or equipment.
- The school may carry out additional assessments to support access arrangements for Year 6 SATs.

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

- Careful transition planning at both ends of the school journey
- Planned Pre-visits for vulnerable students
- Nurture groups, buddy/peer support
- Access to trained counsellors
- Access to a trained Wellbeing Practitioner.
- Access to other services including NESSIE and the School Nursing Service.
- Support programme from LINKS Academy Outreach Team
- Increased parental contact
- Liaison with identified key member of staff
- Trust Attendance Officer

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

- Speech and Language Therapy
- Educational Psychology
- Autism, Social Communication and Interaction needs Team
- Cognition and Learning Team
- LINKS Academy Outreach Team
- Children and Young People's Mental Health Services
- Herts SEND Team
- VI, HI and PNI Teams
- DSPL7
- Families First Assessment
- Virtual Schools
- NHS Health Teams where appropriate
- Social Care where appropriate

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

- All staff receive annual training and updates of key children with SEND

- SEND staff have received specific training in areas of SEND in relation to the needs individual or core groups of SEND students
- The SENDCO and class teachers work closely with external professionals to implement their advice for specific children with SEND.

8. How will you help me to support my child's learning and how will I be involved in discussions about, and the planning for my child's education?

- Specialist interventions and support programmes.
- Home-School agreement.
- Parents invited to meetings with external professionals when appropriate
- The SENDCO is always available to contact throughout the year.

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

- Skyswood is committed to including children with SEND in activities outside of the classroom, including school trips and extracurricular activities, and will make all reasonable adjustments to do so.

10. How accessible is the school environment?

Skyswood has a well-established site that has been developed over many years with the aim of making as much of the school as possible accessible to those with disabilities.. We recommend that parents visit the school in advance and contact us to discuss any specific requirements.

Recent adjustments to increase the levels of accessibility across the school site include:-

- Adapted entrances and ramps where appropriate
- Wide paths and stairs around the school site
- Well-lit learning spaces
- Accessible parking in the school car park.

Skyswood continues to plan for increased accessibility of provision for all students, staff and visitors to the school (see Skyswood's Accessibility Plan - <https://www.skyswood.herts.sch.uk/Key-Info/Policies/>). Our main priorities are improving and increasing the extent to which disabled children can take advantage of education, associated services and all facilities within the school.

11. 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?

- Skyswood offers a full transition programme to support students joining Nursery and transferring from Nursery to Reception and Year 6 to Year 7.
- A robust framework is in place for supporting students and parents in transferring from KS2 to KS3.
- Liaison with local secondary schools and Specialist Provision Schools for children who have Education Health Care Plans (EHCPs).
- Sharing of Access (Exam) Arrangements information

12. How are the school's resources allocated and matched to young people's special educational needs?

- Money is allocated for children in Hertfordshire mainstream schools, including those with SEND, through the school budget.
- Support is planned according to student need, taking account of any provision requirements outlined in Education, Health & Care plans.
- We use our resources in a range of ways, such as providing small Key Skills teaching for children working significantly below age-related expectations.
- For students with significant and complex needs, the school can apply for top up funding through the Focused Intervention Funding (FIF) stream.

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

- This is dependent on provision outlined in Education, Health & Care plans or personal education plans for Looked after Children.
- Pupil Progress and attainment information is used to help inform decisions.
- Teaching Assistant support and Interventions are prioritised for children who require more than high quality classroom teaching.

14. If I have more questions about my child at Skyswood, who can I ask?

- At Skyswood we are very happy to speak to you about any aspects of your child's education. It is best to arrange to speak to one of the following in this order:
- The Class teacher
- The SENDCO
- Assistant Headteacher
- The Headteacher

15. Where can I find information about the local authority's Local Offer of services and provision for young people with special educational needs and disability?

The Local Authority's Local Offer that outlines support and services for SEND available within Hertfordshire is available here: www.hertfordshire.gov.uk/localoffer

- [Services for parents, carers and families \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) From this page you can find all the different types of support that parents and carers of children and young people with SEND might be able to access, including information on support groups, mental health, parenting courses and how to access services such as SENDIASS.
- [Getting help at school from your SENCO \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page explains what the role of a SENCO is, and how parents, carers, and SENCOs can work together to achieve the best results for a pupil.
- [If your child is too anxious to go to school \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page is designed to help parents and carers whose children's attendance is low due to anxiety, and has advice on how to support them and where to go for help.
- [Contact a SEND service \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page has contact details of the different SEND services, including details of Advice Line for Educational Psychologists, the Speech Language Communication and Autism team, the Specific Learning Disabilities team and others.

- [New to SEND \(hertfordshire.gov.uk\)](http://New to SEND (hertfordshire.gov.uk)) This page has information and advice for those whose children have just been diagnosed with SEND, or have suspected SEND.

Interventions

The following range of provision and support may be offered after consideration of an individual student's SEND needs, taking account of prior attainment data, the views of external professionals, their teachers, their parents and the student themselves.

Intervention
Social Skills programmes/support, including strategies to enhance self-esteem • Y6 Play Leading • House points • Friday Celebration Assembly • Headteacher's Tea Party • Nurture Groups • School Counsellor
Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation) • Scaffolds e.g. word banks • Access to Chromebooks • Opportunity to word process where appropriate • Own device where appropriate
Strategies/programmes to support speech and language • Interventions from a speech and language therapist supported by TA • 1:1 support sessions • Targeted intervention groups • Pre teaching of strategies and vocabulary for individual students
Mentoring activities • Y6 and Y2 Dance Club • Reading Club (Before School) • Year 6 Play Leading • Secondary Transition Mentor to work with Individual pupils
Access to strategies/programmes to support Occupational Therapy/Physiotherapy • Interventions from an Occupational or Physiotherapist delivered through specialist teachers from the relevant advisory service as required • Smart Moves Intervention Group

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Planned programme of support from LINKS Outreach worker
- My Feelings and Me
- PSHE Curriculum
- Groups to support emotional well-being and external support from LINKS staff
- Families First Assessment
- Virtual Schools
- School Counsellor
- Nurture Groups
- Buddy Bench
- Resilience programme
- MHST workshops

Strategies to support literacy development and reading

- Reading Club (Before school)
- Inference Detectives
- Targeted short term small group interventions for student with attainment levels below expectation (Intervention groups for decoding, fluency and comprehension)
- Tracking of least able readers to ensure teachers are aware of the lower attaining readers in their classes
- TA support in lessons where needs are identified

Strategies to support numeracy development

- Targeted short term small group interventions for students whose attainment levels are below expectation
- Access to concrete/multisensory materials in lessons to embed concepts
- Provision of Maths software to support learning

Strategies to support modify behaviour

- Use of the school behaviour policy (available on the school website)
- Adherence to Positive Regard
- Individualised behaviour plans where appropriate
- Support from LINKS Outreach staff
- Social skills group/Nurture

Provision to facilitate/support access to the curriculum

- Teachers provide differentiated materials/scaffolds to support students with additional needs, barriers to learning are identified on provision maps
- Staff Training
- Interventions are available to enable students to overcome their barriers to learning (note taking, handwriting, speed reading and memory)
- TA/LSA support
- Use of CAPPS assessments and individualised targets
- Screening for Access Arrangements for SATS
- Access to specialist equipment according to need

Strategies/support to develop independent learning

- Access to personal ICT where appropriate
- Use of visual timetables and check lists
- Scaffolds for learning and modified curriculum where necessary
- Personalised targets for students e.g. CAPPS
- Access to a broad and balanced curriculum
- Targeted short term small group interventions for student with attainment levels below expectation

Support/supervision at unstructured times of the day

- TAs are available to provide support during unstructured time, throughout the day
- MSAs to provide support during lunchtimes
- Access to quiet space for identified individuals during break and lunchtimes
- Teaching staff are on duty during break times
- Lunchtime clubs

Planning and assessment

- SEN Code of Practice 2014
- Regular review of targets with student and parents – Parent Teacher Consultations
- Close working practice between SEND, Pastoral, SLT and Teaching/Support Staff
- Meetings with key staff
- TA/LSA/MSA Meetings with SLT
- APDRs for children on SEND register
- Screening for Access Arrangements for Y6 SATS
- Individual student targets
- Education, Health and Care (EHC) plans where appropriate

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Telephone/e-mail contact with parents
- Parent Teacher Consultations
- Home/school communication book
- Termly Parent Meetings offered between SENDCO and children on SEND register
- Open Door Policy
- Termly Open afternoons

Access to medical interventions

- Policies for the use of personal medication
- Access to First Aid trained staff on site
- Individual protocols for young people with significant medical needs and allergies
- Individual support plans for students with short term medical needs
- Individual risk assessments
- Access to specialist advice as required