Coates Way School Special Educational Needs and Disabilities (SEND) Information Report

Updated Sept 2026

SEN Status	No. of Students	% of SEN Students with this Status	% of Students with this Status
Education, Health and Care Plan	15	25.42%	7.18%
SEN Support	26	44.07%	12.44%
Monitoring	18	30.51%	8.61%

1. How does Coates Way School know if my child needs extra help?

The attainment and progress of all pupils is monitored frequently and consistently.

- We know pupils need help if:
  - Concerns are raised by parents/carers, members of staff or the child
  - Limited progress is being made in accordance with age-related expectations
  - There is a change in the pupil's behaviour or progress
  - Concerns are raised by external agencies (e.g. GP or school nurse)
  - Information is provided from the previous setting
- Children falling behind age-related expectations will be identified through pupil progress meetings during the year or during on-going in class assessments. Class teachers will follow the SEND process Flow Chart in conjunction to the SEND Pathway tool to determine next steps and notify the SEND team where appropriate.
- These children will be highlighted to all adults working with them by the Special Educational Needs Co-ordinator (SENCo). Parents will be informed of this.
- Interventions will be identified and implemented to address needs which have been identified through class assessments
- If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs will take place. This will be supported by the SENCo and includes views of the parents and child concerned. Parents will be informed and involved throughout this process.
- Parents who are concerned that their child may have special educational needs should in the first case talk to their child's class teacher.

2. How will school staff support my child?

Support for individual children will be agreed in collaboration with parents and relevant school staff.
In addition you will expect to see:

- Quality first teaching – providing high-quality education on a daily basis for all children which includes adapting and differentiating the curriculum accordingly.
- Support from outside agencies where necessary.
- Appropriate specialist equipment may be given to your child such as writing slopes, pencil grips, iPads or laptops, sensory toys or wiggle cushions.
- Small group or one to one support – targeted interventions (e.g. following specialist advice such as when a child is on a speech and language programme.)
- Where appropriate, children may have personalised timetables for alternative provision and access to individualized workstations both inside and outside of the classrooms.
- The SENCo provides advice for staff, monitoring and links with outside agencies.
- There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

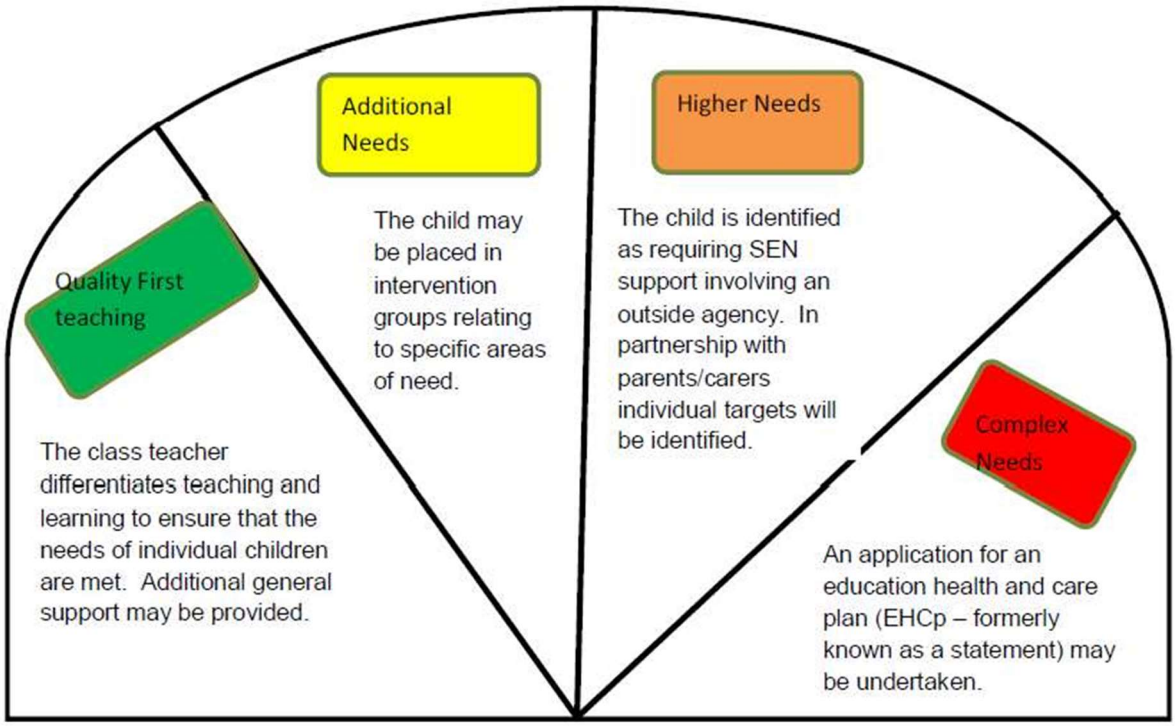
3. How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally.
This may include:

- Open door policy which provides parents with the opportunity for discussions face to face.
- Initial Autumn parent/carer meetings to fully discuss the needs of the child with the new class teacher.
- A Pupil Passport/APDR document whereby the teacher, child and parents agree targets for the child to work towards– reviewed and shared with parents at least termly.
- Individual termly meetings with SENCO and/or ClassTeachers
- Parent consultations held twice a year with Class Teachers.
- Interim telephone conversations or email as needed.
- Annual progress reports in the summer term.
- Annual review meetings for children with EHCP's (where applicable).
- Coffee mornings are held throughout the year to informally meet with staff and other parents, to share best practice and learn from each other and invited professionals.

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

The method of identifying and allocating provision follows a graduated approach (APDR):



Universal (All Pupils)
Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class. Pupil's progress will be tracked through regular Pupil Progress meetings between relevant staff across the year.

Targeted Support (Additional Needs)
If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENCo, class teacher and Senior Leadership Team to establish the effectiveness of the provision and to inform future planning.

Targeted Plus Support (Higher Needs)
If a pupil has higher level needs this may result in them being identified as requiring SEND support and the creation of a 'pupil passport'. The formulation of this will involve the parents/carers, child and where applicable other relevant professionals, overseen by the SENCo. It will identify targets for the child and state how they may be achieved and may involve contacting outside agencies for support and advice.

This whole process follows a cycle called '*Assess, Plan, Do, Review:*'

- *Assess:* observation and discussions take place regarding the child with relevant individuals
- *Plan:* what support is necessary for that child (See pupil passport above)
- *Do:* implementation of support
- *Review:* discussions regarding the effectiveness of that support and the impact on the child

Specialist Support (Complex Needs)
If a pupil's needs are more complex a formal assessment for an educational health and care plan (EHCP) may be undertaken. Provision for pupils with an EHCP plan is overseen by the Local Authority and based information provided by parents, the school and external agencies. Specific targets are given and these will be re-assessed at yearly review meetings.

A child may move between the levels of support throughout their time at Coates Way School, depending on their individual need and the impact of provision.

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

At Coates Way we recognise that some children may have additional emotional and social needs that require developing and nurturing. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being pre-verbal or situationally mute. Support offered at school for such needs include the following:

- A structured PSHE (Personal, Social and Health Education) curriculum to support development in these areas. We follow a programme called Jigsaw.
- A number of specifically trained adults who can work with children either one to one or in small groups to support children's overall mental health and well-being. This could be on issues such as anger management, friendships, self-esteem etc.
- A designated Mental Health Lead in school.
- A variety of appropriate interventions such as Protective Behaviours, Drawing and Talking and Zones of Regulation.
- Where necessary the support of outside agencies will be considered, such as a Family Support Worker, School Health/Nursing or Play Therapist.
- We have a school council made up of children from Year 2 – 6 to ensure pupils' voices are heard and valued.
- We follow Therapeutic Thinking Hertfordshire - Hertfordshire Grid for Learning (thegrid.org.uk) (formerly known as Steps) Behaviour Management and follow our Positive Behaviour Policy.

Please refer to the Hertfordshire Local Offer for a comprehensive list of interventions and support arrangements available. (See section 16)

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

- There are a number of learning support assistants involved in working with SEND pupils, led by the SENCo.
- The school has a Deputy SENCo who works alongside the SENCo, supporting teachers, parents and pupils across the school who has Education Health and Care Plans.
- Training is provided in different areas of SEND to develop specialisms to ensure there is a range of skills and expertise available. Specialisms include Autism, Specific Learning difficulties, English and maths interventions, reading interventions, fine and gross motor skills difficulties, speech and language needs.
- In addition, the school has access to a variety of outside support agencies including a Family Support Worker, Play Therapist, the SEND Specialist Advice and Support Service (SASS), Colnbrook School Outreach, Chessbrook School Outreach, Acorn, Over the Rainbow and the Visual and Hearing Impairment
- Teams.

  The school SENCo is also the Mental Health Lead.

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

- All staff are trained in Safeguarding annually and there is a designated senior person (DSP) responsible for safeguarding concerns.
- We have a number of qualified pediatric first aiders on our staff and the school follows the DFE guidance on supporting pupils with medical conditions.
- Mental Health training for the lead and whole school.
- The school has undertaken all Hertfordshire recommended autism training requirements.
- Specific staff are trained in the use of Drawing and Talking. Where necessary staff undertake additional training.
- Individual teachers and support staff have access to training from outside– specialist agencies that are relevant to the needs of specific children in their class.
- The SENCo is part of the local SEND cluster group to have access to up to date and relevant training related to SEND.
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Training is refreshed regularly and all opportunities for additional training is sought to ensure that staff have an up-to-date working knowledge of SEND issues and current legislation.

8. How will Coates Way help me to support my child's learning

Your child's class teacher may suggest different ways for you can support your child at home. The SENCo may also meet with you to discuss strategies on how to support your child with their specific needs.

Additionally:

- Parents are involved in setting targets on Pupil Passports and reviews of these targets are shared at termly meetings. Their views are sought at each opportunity to help support their child's learning.
- A whole-class meeting is held for all parents at the beginning of each year where parents are invited in to meet their child's new teacher and share the expectations, routines and major events/activities for the year. Parents are invited to class assemblies and other events as appropriate.
- The SENCo and Family Support Worker have access to a wide range of local agencies and services and can signpost parents effectively to access support for developing parenting skills and understanding of emerging needs for their child.

9. How will my child and I be involved in making decisions about my child's education?

At Coates Way School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:

- Informal discussion with staff.
- Teacher and child meetings.
- Teacher and parent meetings.
- Review meetings, including outside agencies where appropriate.
- Informal meetings and discussions.

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

Appropriate provision and reasonable adjustments will be made where necessary.

- Children with SEND may have individual risk assessments according to their needs and when appropriate additional staff are deployed.
- Parents are consulted to ensure full participation and active engagement of all children. In some instances parents/carers may be asked to accompany their child on school trips.
- Where the trips are led by outside organizations, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.
- Medical support will be put in place where necessary.

11. How accessible is the school environment?

- The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary.
- The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate and advice is sought from relevant medical/health/SAS professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact at Coates Way for further information?

- The school has a SEND team who can be contacted by telephone or email and is available to meet parents if you have any concerns about your child (see contact information at the end of this document.)
- You may feel it is more appropriate to speak to your child's teacher with any initial queries.
- If you wish to make a complaint the school has a complaints procedure which is available from the school office and school website.

13. How will Coates Way prepare and support my child to join the school, transfer to a new school or the next stage of education?

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

If your child is joining us from another school:

- The SENCo will undertake a pre-visit where appropriate and liaise with their outgoing setting to ensure best practice specific to your child is shared.
- If your child would be helped by resources to support them in understand moving on then these will be made for them by their current setting and/or by Coates Way.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher early in the first term your child is with their new teacher.
- There will be opportunities to make additional visits to the new classes where needed.

In Year 6:
- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by resources/time to support them in understand moving on, then this will be made for them.

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

- The school has an amount identified within its overall budget called the notional SEND budget. This is used to support the progress of children with SEND. This budget may be used to employ teaching assistants to meet the needs of children with SEND, buy specialist equipment or provide appropriate training for staff.
- Where a child requires provision which exceeds the nationally prescribed threshold, additional top up funding can be sought through High Needs Funding (attached to an EHCP) or, for a specific intervention applied for through focused intervention funding.

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

- The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parent views, their own views and consultation with their class teacher and SENCo and where appropriate, outside agencies and specialist services.
- The level of support will be constantly reviewed to identify when and where additional support may be needed and how best it should be provided to ensure impact and efficiency.

16. How can I find out information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability (SEND)?

The authority local offer of services and provision for children and young people with SEND (Hertfordshire Directory SEN and Disability (SEND) 0-25: Local Offer) can be accessed at: The Hertfordshire SEND Local Offer
As well as on the school website: SEND Advice For Parents | Coates Way School; Statutory SEND Information | Coates Way School

For more information on Special Educational Needs and Disability at Coates Way School please contact the school on one of the following:

Telephone: 01923 670 341

Email: Senco@coatesway.herts.sch.uk, send@coatesway.herts.sch.uk

Headteacher – Mrs Fiona Hayes
SENCo – Mrs Claire Thompson
Deputy SENCo – Ms Heather Waddington
Senior Mental Health Lead – Mrs Claire Thompson
Chair of Governors/ SEND governor – Mr Campbell Wilson/ Mrs Kat Read