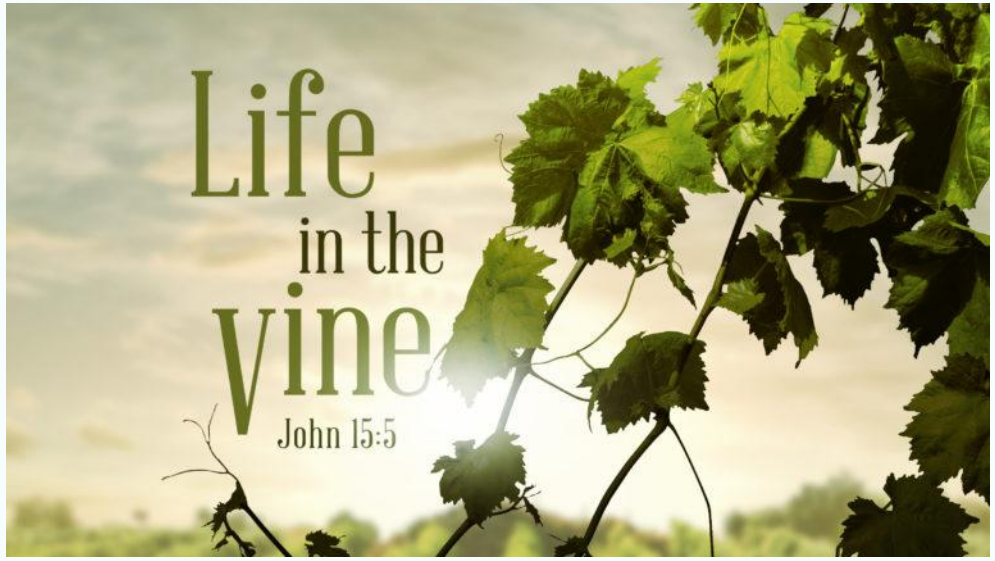
Edwinstree Middle School

SEND Information Report September 2026

Edwinstree Middle School
Voluntary Controlled Church of England

Our Vision

As a Christian school we recognise the unique and wonderful in everyone. As a community we support one another to flourish, and live life in all its fullness.



Contact Details:
Tel: 01763271446
Email: admin@edwinstree.herts.sch.uk or sencoteam@edwinstree.herts.sch.uk

Review Due September 2027

Understanding SEND

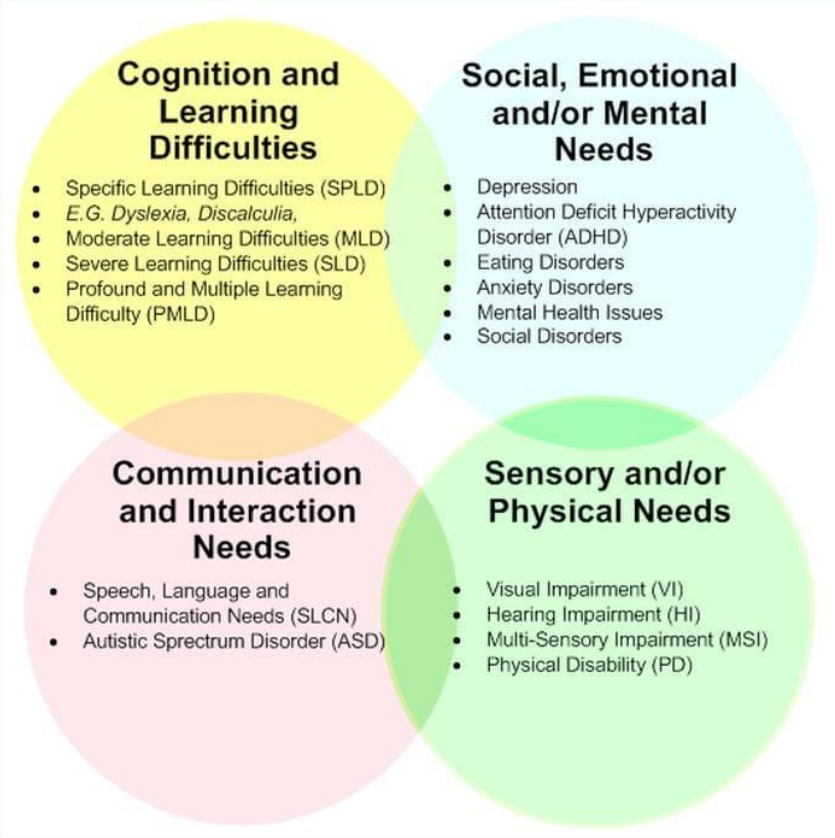
Edwinstree Middle School
Voluntary Controlled Church of England

Introduction

All Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by their local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

A graduated approach, based on 'assess, plan, do and review' of learning is adopted at Edwinstree School which enables early identification of additional needs and timely support.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.



Understanding SEND

Edwinstree Middle School
Voluntary Controlled Church of England

What SEND means

"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 child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools…
- special educational provision means educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools..."

(SEND Code of Practice 2015)

If you would like to read more from the "Special Educational needs and Disability Code of Practice 0-25 years" which is our legal guide for provision within school, you can access it here: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Hertfordshire Local Offer

Edwinstree Middle School
Voluntary Controlled Church of England

Support beyond school

The Children and Families Bill (2014) sets out a requirement that Local Authorities must publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Information about the Hertfordshire Local Offer can be accessed by following the link below.
https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

This report utilises the Hertfordshire LA Local Offer to identify how we can meet the needs of children with SEND, as determined by school policy, and the provision that the school is able to provide.

The SENDCO Team

Edwinstree Middle School
Voluntary Controlled Church of England

Mrs Gant (Executive Head), Mrs Harris (Mental Health and Alternative Provision Lead), Mrs Barrett (SENCO), Mrs Surrey and Mrs Cove
sencoteam@edwinstree.herts.sch.uk and wellbeinghub@edwinstree.herts.sch.uk

The SENDOCO Team are responsible for:

- Developing and reviewing the school's SEND policy and ensuring its effective implementation across the school.
- Maintaining a school provision map.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and those with other vulnerabilities, such as children who are looked after by the local authority and children with medical needs which impact on their ability to enjoy and engage in learning.
- Liaising with you to ensure that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing their progress.
- Referrals to, and liaison with, all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Low Incidence Team, Communication Disorders Team, ESMA.
- Leading the team of SEND support to share and review EHCP learning plans with parents.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's needs are kept.
- Providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve their potential.
- Supporting children who are, or who have previously been, in local authority care.

Edwinstree Middle School
Voluntary Controlled Church of England

The Executive Headteacher

Mrs Joanne Gant is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Executive Head teacher will give responsibility to the school leadership team, SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Executive Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor

The SEND Governor is responsible for:

- Liaising with the Executive Head teacher and SENDCo and reporting to the governing body on SEND at Edwinstree Middle School.
- Ensuring that policies relating to SEND are up-to-date and that practice matches policy.
- Making sure that the necessary support is provided for any child with SEND who attends the school.
- Being a point of contact for parents.

Class Teachers

Edwinstree Middle School
Voluntary Controlled Church of England

The class teachers are responsible for:

• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co Ordinator (SENDCo) and wider SEN team know, as necessary.
• Supporting the writing of Pupil academic targets.
• Personalised teaching and learning for your child as identified on the school's provision map.
• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Our teachers recognise that they are all teachers of children with special educational needs and disabilities.

Class teacher offer support to children by:

- Planning lessons according to the specific needs of all groups of children in their class, and will ensuring that children's needs are met.
- Trained staff can support the needs of children in lessons where available.
- Specific resources and strategies will be used to support children both individually and in groups.
- Planning and teaching will be adapted as needed to meet children's learning needs.

Heads of Year and Form tutors

Edwinstree Middle School
Voluntary Controlled Church of England

Heads of Year and Form Tutors play a key role in supporting pupils with SEND. They are the first point of contact for pupils and families and work closely with the SENDCO and wider staff team.

They are responsible for:

- Getting to know pupils' strengths, needs and preferred ways of learning.
- Deliver high-quality teaching with appropriate adaptations and reasonable adjustments.
- Monitor wellbeing, behaviour, attendance and engagement.
- Implement strategies and support outlined in SEND Support Plans and EHCPs.
- Liaise regularly with the SENDCO regarding concerns or progress.
- Work in partnership with parents/carers to share information and celebrate successes.
- Encourage pupil voice and support pupils to contribute to decisions about their learning.
- Promote inclusion, independence and participation in all aspects of school life.

Working together, Heads of Year, form tutors, families and the SEND team help ensure every pupil can flourish and feel valued within our school community.

What training have the school staff had or are having?

Edwinstree Middle School
Voluntary Controlled Church of England

- The school has effective CPD opportunities for all staff to improve the teaching and learning of children including those with SEND. The school provides training on many SEND needs including whole school Autism Level 1 and for LSA level 2. ADHD training with SPACE for all staff. Teaching staff have completed Trauma and attachment training.
- The SENCO has completed the programme of study for the NPQSENCO and is awaiting the result (Due February 2027). The SENCO has also completed the HFL Hertfordshire SENCO induction and is continually developing their knowledge of a range of SEND.
- Outside agencies have provided regular training e.g. staff have received training in: EpiPen training.
- Speech and Language Therapists provide training to support staff and teaching staff in many aspects of communication.
- All staff have had safeguarding, and training in Hertfordshire Steps including two members of staff who are trained as trainers for Steps.
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How Needs Are Identified:
How does the school know if a child needs extra help?
What should I do if I think my child may have special educational needs?

Edwinstree Middle School
Voluntary Controlled Church of England

- Children are monitored at school through observations, marking, assessment, data analysis, information shared from parents, other settings and outside agencies.
- If you think your child has additional needs, you should speak to the form tutor in the first instance. They will advise you and if necessary, refer you to the Head of Year and/or SENCO Team occasionally they may refer you to another member of the Senior Leadership Team (SLT).
- An appointment can be made with members of staff via the school office.

Assessment:
How will I know how my child is doing?
How will I be involved in discussions about and planning for my child's education?

Edwinstree Middle School
Voluntary Controlled Church of England

We build strong relationships with families to ensure all pupils can flourish as well as having formal events throughout the year.

- Your child's progress is continually monitored by their teachers. If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:
  - Listen to any concerns you may have.
  - Plan any additional support your child may receive.
  - Discuss with you any referrals to outside professionals to support your child's learning.
- Parent consultations for Core subjects take place in the Spring term.
- Parent consultations for Foundation subjects takes place in Summer term.
- Parents will receive an annual school report in the Summer term.
- At the end of each key stage (i.e. end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Liaison with external professionals either directly or through the SENCO Team.

Graduated Response
How will provision be matched to my child's needs?

Edwinstree Middle School
Voluntary Controlled Church of England

All children have High-Quality Teaching (Universal) as part of Ordinarily Available Provision.
For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or external agencies) are in place to support your child to learn.

Some children who have gaps in their understanding will be offered a fixed term targeted intervention (Universal+). This could be in a group or individually.
The intervention may be:

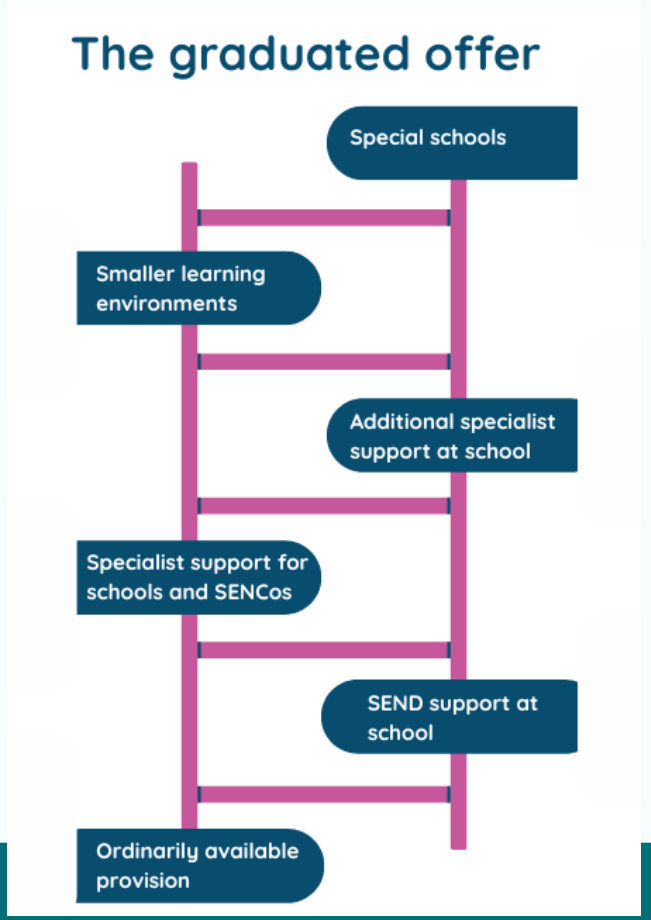
- Led either in or out of the classroom.
- Led by a Teacher, Learning Support Assistant (LSA) or external professional who has had training to run these groups.

For your child this would mean:

- They will engage in group sessions with specific objectives to help them to make more progress.

Outside agency support (Targeted)

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them effectively.
- The specialist professional will work with your child to understand their needs and make recommendations.



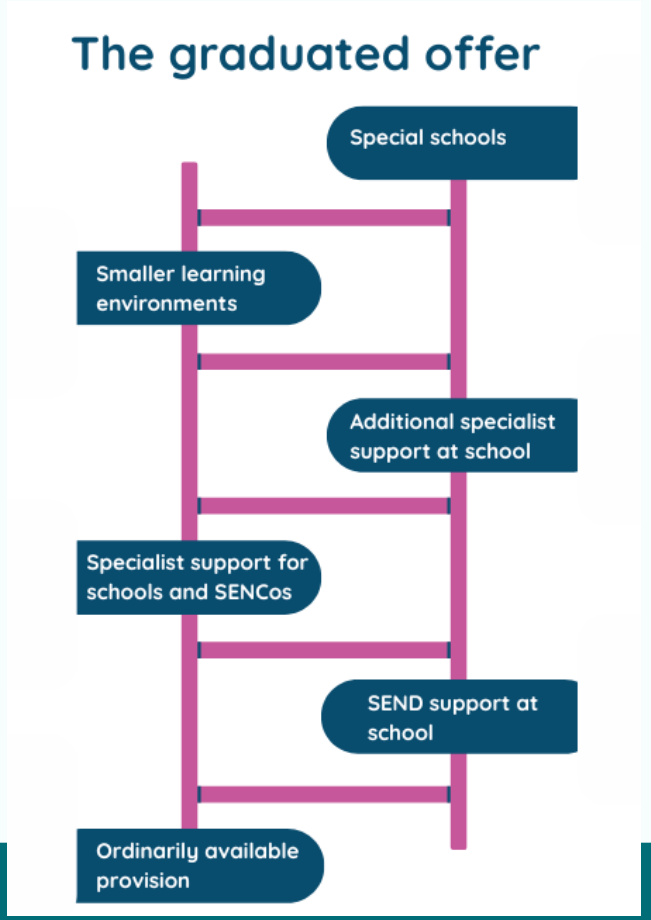
As a Christian school we recognise the unique and wonderful in everyone.
As a community we support one another to flourish, and live life in all its fullness.

Graduated Response
How will provision be matched to my child's needs? Cont.

Edwinstree Middle School
Voluntary Controlled Church of England

A small minority of pupils with significant, complex needs may have an Education, Health and Care Plan (Targeted+)

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs (EHCNA). This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support in place.
- The Local Authority will decide if your child needs are complex, significant and long term to require an Educational Health Care Plan (EHCP). If so, specific targets will be written and a plan formulated, this plan will be reviewed annually.



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

Edwinstree Middle School
Voluntary Controlled Church of England

Support from all members of staff, from the SLT and teachers, Form Tutor, Head of Year to Learning Support Assistants, Office staff and site team.

We have a Wellbeing Hub that can offer short term ad hoc support as well as supporting pupils to access longer term support or external support.

The following interventions can be offered to children where school staff and parents feel there is a need for intervention:

- Wellbeing Hub mentors
- Peer / buddies
- Bereavement counselling
- Friendships Circle
- ELSA
- Transition programme
- Adult mentors
- Forest schools
- Horse riding
- Break and lunch club

A referral can be made to an outside agency for more complex needs:

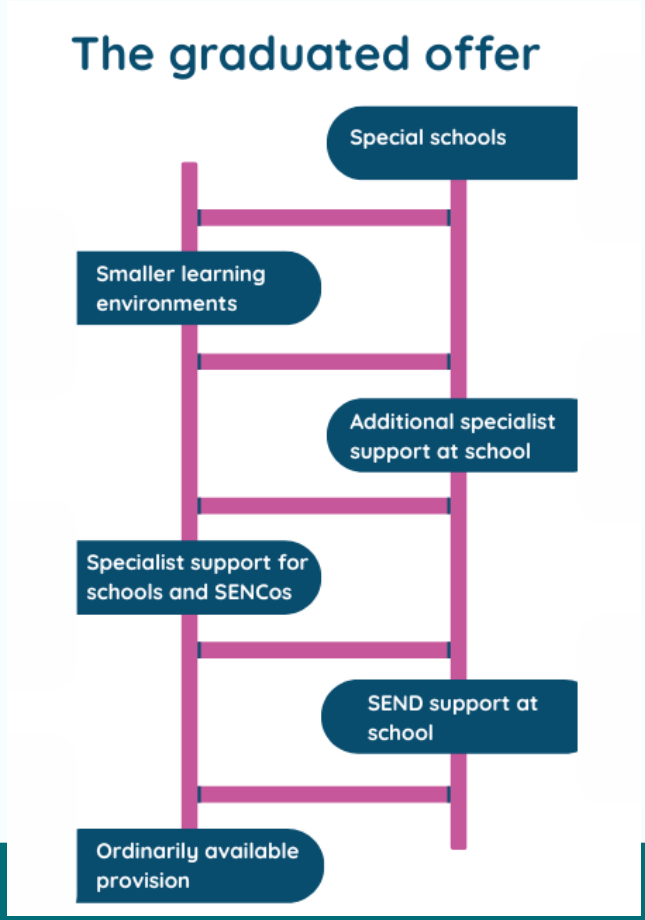
- School Nurse support
- Outreach support- Children's Centre
- Counselling
- Family Support Workers
- Mental Health partner working with the NHS.
- Step 2
- Nessie
- ESMA
- Services for young people
- Sandbox
- CAMHS

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

Edwinstree Middle School
Voluntary Controlled Church of England

Many of the agencies operate a tiered system, for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first.

- Educational Psychologist Service
- Speech and Language Therapy
- Speech Language Communication and Autism Team
- Amwell View Outreach Services
- Education Welfare Officer Involvement
- Play and/ or Art Therapy
- School Health Services
- Counselling
- Family Support Workers
- Visual Impairment/Hearing Impairment/ Physical Impairment



Working with Parents
How will you help me to support my child's learning?

Edwinstree Middle School
Voluntary Controlled Church of England

- The Class Teacher, Form Tutors and Head of year are available to discuss your child's progress or any concerns you may have.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible communicated in a report.
- Opportunities to learn more about how to support your child:
    - Invitations to school during the school day
    - Introductory meetings for transitions into new classes/ year groups
    - Sign posts in the weekly newsletter to County and local training and partnership groups.
    - Workshops on mental health, sleep etc run by our Mental health partnership work.
    - Regular and weekly communication with the wellbeing hub.

Listening to Pupils
How will my child be involved in their development?

Edwinstree Middle School
Voluntary Controlled Church of England

We believe that children and young people should be actively involved in decisions about their learning, support and wellbeing. Their views, wishes and aspirations help shape the provision they receive.

How we gather pupil voice:

- Regular conversations with form tutors, teachers, wellbeing staff and the SENDCO
- Contributions to IEPs
- Participation in Annual Reviews of Education, Health and Care Plans (EHCPs)
- Wellbeing check-ins and mentoring sessions
- Feedback through pupil questionnaires and surveys
- Pupil voice activities and focus groups
- Opportunities to share views about support, learning and school life

How pupil voice makes a difference:

- Helps us identify what is working well
- Shapes individual support plans and outcomes
- Supports independence and self-advocacy
- Ensures provision reflects pupils' strengths, interests and goals
- Helps us continually improve our SEND provision

"Nothing about me without me" is a key principle of our SEND practice. We work in partnership with pupils and families to ensure every child feels listened to, valued and supported.

Accessibility

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

Edwinstree Middle School
Voluntary Controlled Church of England

We aim to be fully inclusive throughout the school for all pupils.

- Pupils are invited to take part in trips/clubs this is communicated via letters home/emails/newsletter
- Residential trip in Y7
- School clubs after school
- All pupils are included on school trips. This can include additional support including:
    - Increased adult ratio
    - Parent/family member invited to support the child
    - Careful planning and/or individual risk assessments if necessary

Edwinstree Middle School
Voluntary Controlled Church of England

Accessibility
How accessible is the school environment?

- We operate as a secondary school with pupils moving to different classrooms every hour.
- We have a dedicated toilet with disabled access
- Disabled spaces in the car park
- Appropriate equipment, aids and resources provided for children with disabilities:
    - Inclusive visual learning environment advised by SpLD Outreach workers
    - Modification to environment- ear defenders, modified toilets, colour overlays, access to laptops
    - Ramps to external doors

Further details are available in the Schools Accessibility Plan.

Medical Needs
How will the school support my child's medical need?

Edwinstree Middle School
Voluntary Controlled Church of England

Some pupils with SEND may also have medical needs. We work closely with parents/carers, health professionals and external agencies to ensure that pupils with medical conditions can access education safely, fully and successfully.

How We Support Pupils:

- Individual Healthcare Plans (IHPs) are developed where required.
- Staff receive training to meet specific medical needs.
- Medicines are administered in line with the school's medicines policy.
- Reasonable adjustments are made to enable full participation in lessons, visits, clubs and wider school life.
- We liaise with healthcare professionals, including the School Nursing Team and specialist medical services.
- Emergency procedures are in place where required and are shared with relevant staff.

Transition

How will the school prepare and support my child to join the school or transfer to a new school?

Edwinstree Middle School
Voluntary Controlled Church of England

- At Edwinstree we are fully inclusive for the admission of all pupils including those with special educational needs and disabilities. Further information can be found in our Admissions Policies.
- Robust transition programmes are in place between year groups, key stages and settings, led by the Head of Year and the SENCO Team. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If your child is moving to another school:

- We will pass on any records and contact the school to ensure he/she knows about any special arrangements or support that need to be made for your child.

If your child joins Edwinstree from another school:

- We will expect or request any records from the previous school.
- We will work with the SENCO from the school to gather information and support your child's transition.

When moving classes in school:

- Information will be passed on to the new class teacher.
- All SEND information will be shared with the new teacher.

Edwinstree Middle School
Voluntary Controlled Church of England

Transition
How will the school prepare and support my child to join the school or transfer to a new school?

Year 8 Transition:
Most pupils move on to Freman College. We have a good relationship and embedded transition process with Freman College.

- The Head of Year, SENDCO Team and SLT will discuss the specific needs of your child with Freman College.
- Your child may have focused learning about aspects of transition to support their understanding of the changes ahead.
- Where needed your child will make additional transition visits; in some cases, staff from Freman will visit your child at Edwinstree.

Funding

How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much support my child will receive?

Edwinstree Middle School
Voluntary Controlled Church of England

- The Executive Headteacher and Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, on the basis of needs in the school.
- The SLT and the SENCO Team discuss all the information they have about SEND in the school, including:
  - the children already getting extra support
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected.

They decide what resources, training and support is needed.

- All resources, training and support are reviewed regularly and changes made as needed.

Edwinstree Middle School
Voluntary Controlled Church of England

Evaluating the Effectiveness of SEND Provision
How do the school know if the provision is effective for my child?

We regularly review the impact of SEND support to ensure pupils make progress and receive the right provision. We evaluate effectiveness through:

- Termly reviews of pupil progress and outcomes
- Monitoring SEND Support Plans and EHCP targets
- Assessing the impact of interventions
- Learning walks, observations and provision reviews
- Pupil and parent feedback
- Attendance, engagement, behaviour and wellbeing monitoring
- SLT, SENDCO, and governor oversight

Using the Assess, Plan, Do, Review cycle, support is adapted where needed to ensure every pupil receives effective, personalised provision.

Complaints
How do I make a complaint if I am unhappy?

Edwinstree Middle School
Voluntary Controlled Church of England

The complaints policy can be found on the school website via the following link Edwinstree School. This policy details how to make a complaint and how the school will respond.

At Edwinstree we endeavour to do our best for every pupil in the school. We actively encourage families to talk to us to resolve issues before they reach the formal complaints stage.

As a Christian school we work hard to honour the value of compassion, no problem is too small. Please contact us if you have any worries or concerns via email:
Mrs Gant - Headteacher: j.gant@edwinstree.herts.sch.uk
Head of Year 5: hoy5@edwinstree.herts.sch.uk
Head of Year 6: hoy6@edwinstree.herts.sch.uk
Head of Year 7: hoy7@edwinstree.herts.sch.uk
Head of Year 8: hoy8@edwinstree.herts.sch.uk
School Office: admin@edwinstree.herts.sch.uk
SENCO Team: sencoteam@edwinstree.herts.sch.uk
To report a student absent from school: attendance@edwinstree.herts.sch.uk
If you are worried about your child's mental health: wellbeinghub@edwinstree.herts.sch.uk