LORDSHIP FARM PRIMARY SCHOOL OFFER 2026 - 2027

Lordship Farm School is an inclusive mainstream primary school that offers a range of provision and additional support for our children with Special Educational Needs & Disability (SEND). Lordship Farm Primary School's SEN Information Report sets out what we can provide for children and young people with special educational needs throughout their time with us.

Hertfordshire Local Authority also publishes on its website a Local Offer setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It also explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).

Lordship Farm School's Inclusion Team consists of:

Mrs Jaspal Kandola: Inclusion Lead & SENCo
Miss Hollie Doutre: SENCo
Mrs Laura Ho: Pastoral co-ordinator
Miss Elly Waldwyn: Pastoral Lead

How does the school know if children need extra help?

The SEND code of practice (2014) defines a pupil as having SEND where 'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'

We continuously monitor each child's progress throughout their time at school. Regular meetings are held between class teachers, senior leaders and the Headteacher to review pupil progress and attainment. During these discussions, we consider all aspects of a child's development, including learning, achievement, behaviour and social and emotional wellbeing. Where concerns are identified, appropriate steps are taken to determine the type and level of support required to help the child succeed.

At Lordship farm, class teachers fill out a *consultation form*, which is then discussed by the Inclusion team. The form includes the views of both parents and the child, helping us make sure that any next steps are based on a full understanding of the child and their needs. If further support is needed, the class teacher will arrange a meeting with parents/carers to discuss the additional interventions or adjustments that will be put in place. If no further support is required, the class teacher will continue to monitor your child's progress within the classroom setting.

What should I do if I think my child may have special educational needs?

It is important that any concerns you may have about your child are shared with their class teacher in the first instance. Should you require further advice or support, please contact the school office to arrange an appointment with the Special Educational Needs Coordinators (SENCos), Mrs. Kandola and Miss Doutre or email senco@lordshipfarm.herts.sch.uk
Meetings can be arranged between the class teacher, Inclusion team and parents/carers to ensure a collaborative and coordinated approach, enabling us to work together effectively to support your child's needs.

How will school staff support my child?

Class teachers, supported by the Inclusion Team, will ensure that your child receives the appropriate level of support to meet their individual needs. Within our setting, support is recorded and provided under the following categories:

- Quality First Teaching
  This is full-time education within the classroom, where teachers and teaching assistants deliver an evidence-based curriculum designed to meet the needs of all learners. Additional help and support are provided as required to ensure every child can access learning effectively.
- Targeted Provision
  This involves short-term, focused support for small groups of pupils. It may take place within the classroom or in a separate setting with a teacher or teaching assistant, depending on the needs being addressed.
- Targeted Plus Provision
  This level of support includes one-to-one or one-to-two sessions with a teacher or teaching assistant, focusing on evidence-based interventions or strategies recommended by external agencies. Where necessary, this may also include one-to-one support within the classroom.
- Bespoke Provision
  This provides highly individualised support for children who access the curriculum at a level specific to their needs. Such provision is guided and supported by an Education, Health and Care Plan (EHCP).

How will I know how my child is doing?

At Lordship Farm, we operate an open-door policy. Our teachers are more than happy to arrange meetings with you at a mutually convenient time. All parents are encouraged to attend our parent

consultations, which are held twice a year. You will receive a report detailing your child's attainment, termly. This will give a clear indication as to whether your child is working at age related expectations or not. In Early Years & Foundation stage (EYFS), observations are sent home routinely throughout the term.

Children requiring additional support that is over and above what is regularly available in the classroom, will have either a pupil passport and/or a support plan in place. Some children may have passports detailing any reasonable adjustments that have been made within ordinarily available provision. There will be regular opportunities to review and discuss your child's progress towards the agreed targets on an individual basis. The class teacher and/or a member of the Inclusion Team will arrange meetings with you at a mutually convenient time. We strongly believe that working in partnership with parents and carers is essential to ensure that every child's needs are effectively met and that they are supported to achieve their full potential.

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

We provide a range of effective opportunities for pupils with SEND. Class teachers are responsible for:

- Setting appropriate learning challenges tailored to individual needs.
- Responding to pupils' specific needs in a timely and effective manner.
- Identifying and overcoming potential barriers to learning to ensure accessibility for all. Assessing the progress of individuals and groups of pupils to inform teaching strategies.
- Utilising performance data and teacher observations to monitor and evaluate the progress of pupils with SEND.
- Establishing clear and effective targets to support the development and achievement of pupils with SEND.

At Lordship Farm School, we use Provision Map**,** an online system for recording and monitoring the support provided across the school. Support plans are reviewed and updated termly, following a structured cycle of Assess, Plan, Do and Review. All interventions, strategies and adjustments implemented with pupils are carefully documented to evaluate their effectiveness. In instances where external support is required, parental consent is always sought prior to any referral or involvement.

At Lordship Farm, we follow the CUSP (Curriculum Unity Schools Partnership) curriculum. It is a carefully sequenced, knowledge-rich curriculum designed to build pupils' understanding cumulatively over time through high-quality teaching and clear progression. Its structured and consistent approach particularly benefits SEND pupils by providing explicit instruction, scaffolded learning and opportunities for overlearning and revisiting key concepts, supporting both accessibility and long-term retention.

What support will there be for my child's overall well-being?

At Lordship Farm School, our core values are Kindness, Respect, Safety, Ambition and Connected. Our ethos is grounded in the belief that every child should be met with kindness and feel a genuine sense of belonging within our school community. Inclusion is central to everything we do and we place a strong emphasis on the mental health and wellbeing of all pupils.

We provide a comprehensive range of wellbeing support, including:

- Dedicated Pastoral Support Workers: Two trained professionals deliver interventions such as ELSA, Drawing and Talking and Mental Health First Aid.
- Palm Room: A dedicated nurture space for children requiring a calm and supportive environment.
- Consistent approach: The Zones of Regulation principles are followed across the school. These principles enable children to identify and express their feelings in order for school staff to support them accordingly.
- PSHE Curriculum: Lessons follow the Jigsaw scheme to promote social, emotional and mental wellbeing.
- Therapeutic and Trauma-Informed Approach: All staff receive training to ensure consistent support and understanding across the school.
- Celebration Assemblies: Held regularly to recognise individual achievements and successes.
- Positive Behaviour Policy: Clear and consistent policy followed by all staff with therapeutic thinking at the heart of it.
- Behaviour Curriculum: co-designed with pupils, staff, governors and parents. It is our planned, systematic approach to teaching students the social behaviours, values and routines expected in a school and within the wider community.
- Pupil Passports: Available for children requiring adjustments within the classroom; accessible to all teachers and teaching assistants working with these pupils.

- Collaborative Pastoral Support: Pastoral support workers collaborate with teachers, SENCos and SLT to provide support such as 'soft starts', one-off discussions or regulation strategies in the classroom.
- Play Leaders: Older pupils support younger children in engaging with play during breaks.
- Individualised Support Packages: Tailored support plans are developed in partnership with parents and pupils to meet specific needs.
- Pastoral Contact: A dedicated email (pastoralteam@lordshipfarm.herts.sch.uk) is available for parents with queries or for guidance on support services.
- Weekly Newsletter: Includes a dedicated Inclusion section with information on courses and support services available to families.
- Art Therapy: The school has access to a qualified Art Therapist (Miss Hammond), who works with children weekly via referrals from the Pastoral Team.
- Quiet Spaces: Indoor and outdoor areas are available for children needing respite from the noise of lunchtime or social activities. There are a range of lunch time clubs available to all children.
- Family Support Workers: Accessible through school referrals to provide direct support to families.
- Bereavement Support: Led by Miss Waldwyn, offering support to children and families as needed.
- Parent/Carer events**:** The Inclusion team run events and workshops to help parents support their children.

This comprehensive approach ensures that all pupils have access to the support they need to thrive academically, socially and emotionally within our school community.

Pupils with medical needs

- If your child has a medical need, a care plan will be drawn up in conjunction with the school. This will be accessible to all members of staff and are stored on the schools Management Information System (MIS).
- Each classroom will have a copy of the medical needs information for children in their class.
- The school has both paediatric and level one first aiders on site. Specific training is given to staff where there are additional needs for example epilepsy/diabetes.
- All staff receive epi-pen and asthma training, annually. Those children who have either asthma or severe allergies (requiring an epi-pen), will have a care plan in place.
- For children who have specific long-standing conditions and in agreement with parents/carers, medication can be issued by members of school staff but only where a signed medical consent form or health care plan is in place, to ensure the safety of both the child and staff member.
- Where needed, staff are given face to face diabetes training relating to specific individuals and this is overseen by the office staff.

- Medication (such as inhalers) are kept in the classroom and checked termly. Parents are responsible for providing the school with the correct medication that is in date.
- Epi-Pens are kept in labelled boxes (showing a picture of the child) in an accessible cupboard. All staff are aware of the children who may require epi-pens and where to access the medication, if needed.

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

There are a range of services that may be accessed by the inclusion team to support your child's needs. These are:

Service	What they provide
NHS SERVICES	The NHS can support schools by providing specialist advice from a speech & language therapist, physiotherapist, occupational therapist, school nurse, mental health education practitioners, CAMHS, PALMS, GP services, Child Development Centre, health visitors (for children up to 5) & Mental Health Support Team.
Norths Herts Primary Support Service	Support with behaviour and approach to learning.
Woolgrove Outreach Services	Their support aims to raise the skills and confidence within the local community of mainstream schools, to meet pupils' special educational needs.
Letchworth Parent Support & Extended schools	We have links with the family support worker who can put parents in touch with local groups and suggest courses to aid their understanding of a child's special need or disability.
Children's Services	Children's Services offer many pathways to support young people and their families in the home.
SENDIASS Services	They offer a range of specialist teachers to provide strategies & targets to support children. These consist of: Early Years SEND Neurodiversity Educational Support and Advice Team Educational Psychologists Physical & Sensory teachers Education & support team for medical absence Access to education for refugees & travellers Cognition and Learning Support and Advice Team

	Attendance team
Education Health and Care plan coordinators	SENCOs liaise directly with the EHCCOs at county to discuss Education, Health Care plans and school placements
Other	Young carers Virtual schools Local DSPL cluster group

Please note these are all subject to referral and there are ongoing reviews as to how the services will work with schools. This list is not exhaustive and is subject to change.

What training is provided to enable staff to support children and young people with SEND?

Staff are offered and have completed a wide range of training to support their understanding of SEND and their delivery of intervention. This training is ongoing and covers a range of topics relating to the current needs in school. Teaching assistants receive weekly training organised by the SENCos. Mrs Kandola and Miss Doutre have gained the qualification 'National Award for Special Educational Needs Co-ordinator.'

Child protection training is mandatory for all staff every three years. All staff have received PREVENT training, cyber-terror training and trauma and attachment training. Staff receive regular updates and training on therapeutic thinking to reflect the ethos of Lordship Farm School.

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

We value the importance of working in collaboration with our families and offer many opportunities for parents/carers to gain a better understanding of what their children are learning in school. We encourage our parents/carers to attend:

- Welcome to Early Years Meetings (for our new to reception and nursery families)
- Welcome to your new class meetings
- Parent consultation (both virtual or face to face)
- Class assemblies, concerts & productions

- Reception parents' phonics information talk
- Open classroom for phonics mornings (for those in EYFS & key stage 1)
- Open classrooms
- Parent teacher association meetings
- Inclusion team run events/workshops
- Online workshops on topics such as English, online safety etc
- Prospective parent open evenings

We also utilise Google Classroom to support online learning and the completion of homework. This platform serves as a central portal for class teams to share important information with parents, including curriculum overviews. Additionally, it provides access to curriculum resources, including texts and materials that parents can use to support their child's learning at home. A weekly newsletter is shared with parents and published on the school website, providing updates and opportunities for parents to engage with and support their child's learning in school.

How will I be involved in discussions about planning for my child's education?

We recognise that navigating and understanding the various processes and systems related to SEND can feel overwhelming. Please be assured that our staff are committed to providing the highest level of support to parents throughout this journey. In addition to the Inclusion events we run, our Inclusion Team is readily available to offer guidance, advice and support to parents as needed.

- If you have any concerns about your child, then you can make an appointment with the class teacher. You can also request for a SENCo to be present at the meeting or meet with us at a separate time. Equally, we may request to meet with parents.
- During meetings, we will discuss how we feel your child is getting on and raise any concerns around potential barriers to their learning and progress. As parents/carers, your view is highly valued during these discussions.
- Together, we will decide on a plan and arrange a meeting to follow up on anything that has been implemented.
- If any outside agencies are involved, we will get your consent and you will be able to attend meetings, where it is relevant, with these agencies.
- You will continue to have termly meetings with your child's class teacher and where appropriate, the SENCo. If it is necessary, more frequent meetings will take place.
- If your child is placed on our SEND register, you will be notified. This register includes children who have formal diagnosis, children that are having targeted plus level support and/or children that are being supported by external professions.

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

Lordship Farm is an inclusive school and trips will be offered on an equitable and inclusive basis to all children. Risk assessments and procedures will be put in place, using the County's EVOLVE system, to determine whether additional measures are required. Where a trip is not accessible, due to behavioural or SEND needs, an alternative in-school offer will be provided. If it is deemed that 1:1 support is necessary, a parent/carer may be asked to accompany their child on the trip. Meeting are held with school staff and parents to work together to ensure care plans are adjusted to meet the needs of the trip and ensure successful experiences for your child.

How accessible is the school environment?

Our school building is suitable for children/adults with mobility problems. All areas are accessible for wheelchair users as is the playground. A disabled toilet for staff/visitors has been installed as well as ramps to the main entrance and hall. There are steps between the foyer and main school but an alternative route is available. The school has designated parking for disabled visitors. As an 'inclusive' school, we make every effort to help children with disabilities integrate into the school and access the full school curriculum.

Who can I contact for further information?

If you wish to discuss your child's educational needs, contact your child's class teacher, SENCo team or a member of the Pastoral Team.
The contact emails are:
Class teachers: parents@lordshipfarm.herts.sch.uk
Pastoral team: pastoralteam@lordshipfarm.herts.sch.uk
SENCOs: senco@lordshipfarm.herts.sch.uk

Telephone: 01462 620550

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?

Transition is an important part of a child's journey through education. For our children with SEND, change can be particularly challenging. We have the following in place to support the different transitions that happen for our children:

- Foundation stage teachers and/or SENCos may make home and nursery visits to see children in their current settings and share information with parents/carers, key workers and nursery teachers.
- For our incoming pupils, we arrange settling sessions and there is an option of a staggered start from September.
- Transition meetings are held between teaching staff to share information and strategies which work for individual children.
- Year 6 teachers set up meetings to discuss children with their secondary school placements
- The SENCo team meet with the local secondary SENCos to discuss the needs of all the children recognised as having SEND needs and vulnerable children. The SENCo of the secondary school receives all documentation of support and information on leaving our school. The SENCo team can liaise with secondary schools to arrange for extra visits for individual children who would benefit from these and share their transition offers with our current parents.
- The SENCo team will be happy to meet any parents/carers who are concerned about their child transitioning to another setting or who are joining Lordship Farm school.
- Every child is asked to complete an 'All about me' document which is done as a joint project between school and home. These are then shared during pupil & teacher interviews during our internal transition sessions.
- Every child will receive a transition booklet which shares information about the class, the environment & the teachers whom they will be working with in the following year.
- There will be enhanced transition activities for some pupils who have been identified as needing extra support during this time.
- For children joining Lordship Farm, new parent's meetings are held before September.
- The school holds open afternoons for parents to meet and talk with their child's new class teacher.
- Every year, the children have a chance to spend time in their new classrooms and meet their new teachers.

How are the school's resources allocated and matched to children's special education needs?

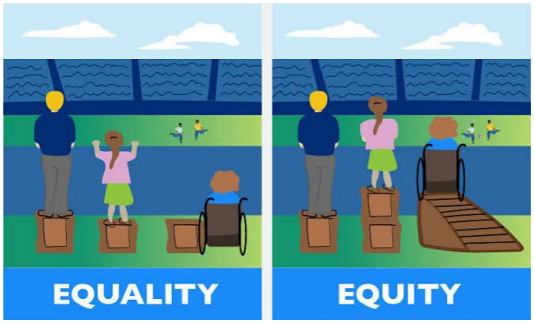
The notional SEND budget is allocated to each school based on individual need. This funding is utilised to support pupils with SEND through the employment and training of staff, as well as the provision of appropriate resources.

In cases where a pupil requires support that exceeds the nationally prescribed threshold, schools may apply to the local authority for High Needs Funding (HNF) to provide the additional resources or provision required.

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

Class teachers, in collaboration with the Inclusion Team, determine the level of support each child requires based on assessment outcomes and ongoing monitoring. The views of both parents and pupils are actively sought to gain a clear understanding of how each child learns and to identify any additional influencing factors. Where appropriate, advice and recommendations from external agencies are also considered. Our approach is guided by the principle of equity, ensuring that every child receives the support they need to thrive.

Recognising that children's needs vary, we tailor our support accordingly. A team of skilled teaching assistants provides targeted assistance to pupils with additional needs in a variety of ways. This may include in-class support or research-based interventions that are monitored for impact.



Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?

The local authority's local offer can be accessed at:

The Hertfordshire SEND Local Offer

What if I am unhappy with the provision offered?

If you have spoken to your child's class teacher and the SENCO and remain unhappy you have the right to refer to our school complaints policy. This can be found on the school website via the following link. Lordship Farm Primary School - Policies

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