# Codicote C of E Primary School

Meadow Way, Codicote, Hertfordshire SG4 8YL
Telephone: 01438 820255 Fax: 01438 821162
admin@codicote.herts.sch.uk head@codicote.herts.sch.uk
www.codicote.herts.sch.uk

**Headteacher: Mrs Liz Pollard**


## SEND Information Report

**October 2025 (updated annually)**

My name is Mrs Emma Gloyn and I am very pleased to be able to introduce myself as the Special Educational Needs Co-ordinator (SENDCo) for Codicote Primary School. In addition to being the SENCo, I am also the year 5 class teacher.

I believe in the right of all children to be safe, happy and to be supported to achieve the very best they can, to have high aspirations and to ultimately lead successful lives.

A key part of my role within the school is coordinating the provision of our children with special educational needs and those of some of our more vulnerable children. Good communication is vital in this and it is very important to me to get to know parents and to work closely alongside you - with this in mind, please do get in touch if you have any worries or concerns, or if you just want to talk something through or ask for advice. I am a parent myself, with two teenagers, and so know all about the thrills and the challenges that parenthood brings!

You can contact me via the school office telephone number 01438 820255, or email admin@codicote.herts.sch.uk.

### Codicote Primary School

Our SEND information report outlines details for parents / carers of children who have Special Educational needs or a Disability (SEND). This report gives details about the support and provision you can expect to receive, if you choose Codicote Primary School for your child.

We are an inclusive school and welcome all children, including those with SEND. Their class teacher, via excellent targeted classroom teaching, teaches all pupils. This is also known as Quality First Teaching. For your child, this would mean:

- That the teacher has the highest possible expectations for your children and all pupils in their class.
- That all teaching is based upon building upon what your child already knows, can do and can understand.

- Differentiated or scaffolded activities and different ways of presenting information are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by SENCo or outside agencies) are in place to support children.
- Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding / learning requires some extra support to help them make the best possible progress. All children in school may access this as part of excellent classroom practice.

If needed, pupils have access to the support available from outside agencies such as:

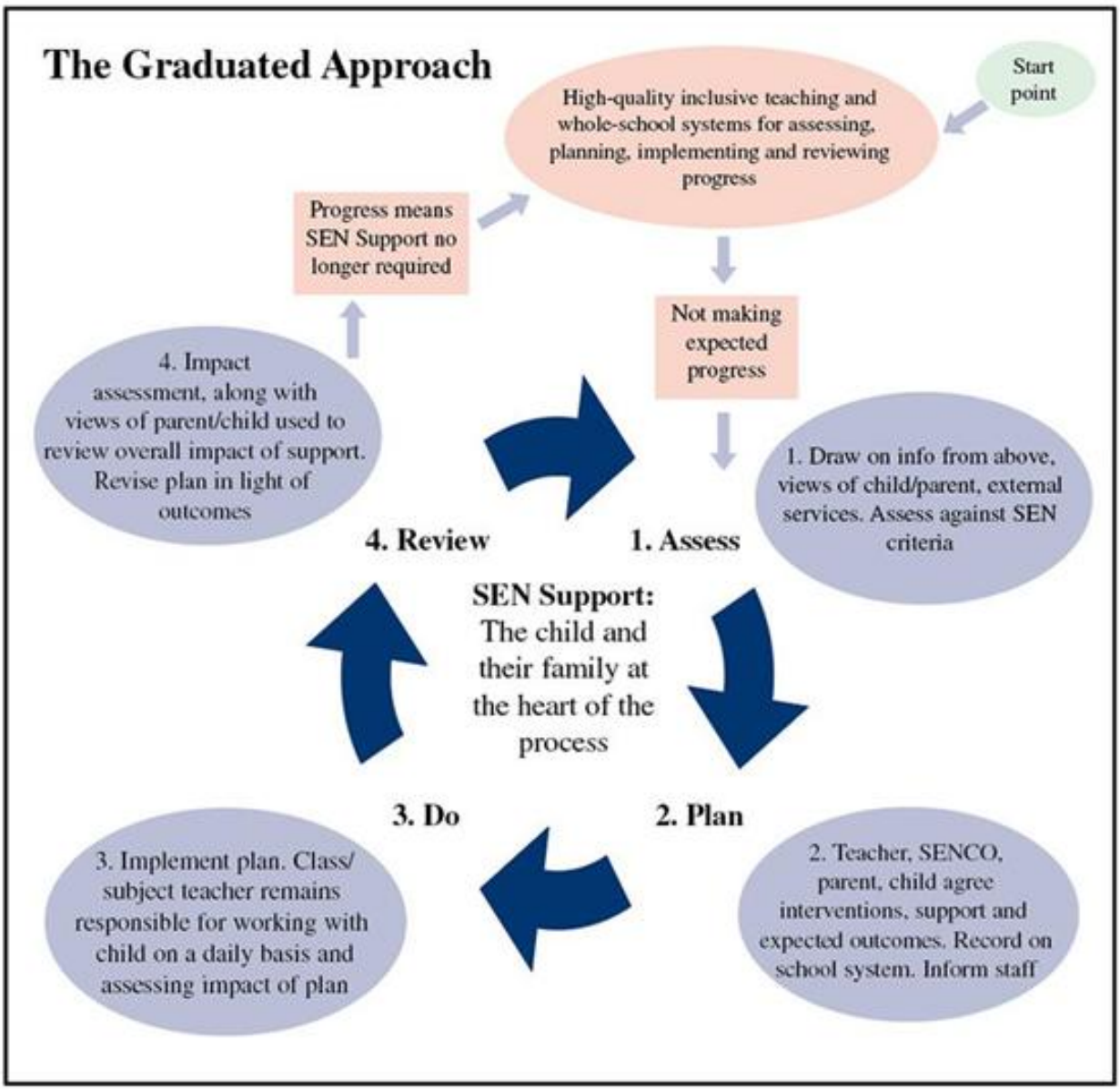
- Educational Psychologist
- School nurse
- Specialist Advisory Teachers
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Behaviour Support Service
- Family Support Workers.
- Professionals from the agencies regularly support staff and children in school.

## SEND and SEN Provision

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point, extra support will be given.

Special educational provision is education that is additional to or different from that of others of the same age, i.e. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. There are four broad areas of SEND need.

These are:
Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties (SEMH), and Sensory and/or physical needs. Once a potential SEND need has been identified, school takes action to remove barriers to learning and put effective special educational provision in place. This is 'SEN support', which takes the form of a four part cycle – assess, plan, do, review. This is known as the graduated approach.




From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to apply for an Educational Health Care Plan (EHCP) in order to provide the long-term support a child may need.
Parents can also make a request for an EHCP. More information can be found here.
The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

## Communication with Parents

At Codicote Primary School we really value your views and will try to overcome any concerns you may have about your child's progress. We operate an 'open door' policy in which we want to work closely with you in order to support you and your child. Parents and carers are encouraged to speak with their child's class teacher in the first instance. They will be able to discuss any support your child is receiving.

If, after one term, your child is still not making the expected progress, the Special Needs Co-ordinator will become more formally involved and a formal identification of SEND may be made. You will be fully informed at every step.
Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at parent consultation evenings, as well as when setting clear outcomes for their child, and the review of provision and progress.
Pupils complete pupil passports, reflecting on their strengths and areas to develop.
Parents are involved with the setting of clear outcomes for their child, and the review of provision and progress. This occurs at least 3 times a year, and more frequently if required.
If further support is needed, parents can make an appointment to meet with the SENCo or Headteacher to discuss any queries.

## Inclusion

Codicote Primary School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work, and to achieve positive outcomes in life.
The school runs many clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that this can happen.
Educational visits, including residential are accessible and encouraged to all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.
The school is on a flat site and is single storey. There are ramps for disabled users, and a disabled toilet. Adaptations are made where necessary to improve access for children with specific needs.

## Staff Expertise

Our provision for children with SEND is co-ordinated by the SENCo. SEND is taken seriously with updates being implemented on a regular basis. In addition, we have an Elklan trained specialist in school to help children with initial speech and language needs and assessment.
Training is undertaken with all staff to improve the teaching and learning of children including those with SEND. Staff attend courses, which are relevant to the needs of the children in their class. In addition, staff also access whole school training on SEND issues, for example Autism and Precision teaching.

## Transition

At the end of each academic year, class teachers meet with each other to hand over information about pupils, as well those that have SEN. This ensures that they are fully

prepared for the children coming into their class. In addition, the class gets to meet their new teachers before the end of term and ask any questions they may have. When needed, children will be given the opportunity for enhanced transition including visiting their new classroom, new class teacher and support staff individually.
We also have a whole school open evening where children are able to bring their parents to show them work that has been undertaken in their own class, as well as visit all other classes in the school.
Transition to secondary school can be a worrying time for parents and children. In addition to the normal visits to their new secondary school, children with SEN will have a robust transition depending on their needs. The Codicote school SENCo will meet with the SENCo of the child's new school, and there would be opportunities for additional visits for the child, in order to alleviate any concerns.

## Evaluating Effectiveness of Provision

The effectiveness of our SEND provision is evaluated by:

- Continually monitoring and evaluating the progress of children.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.

The governing body evaluate the work of SEND provision by:

- Monitoring data with respect to vulnerable groups.
- The Governor responsible for SEND, Mrs Sue Harry regularly meets with the SENCo to make sure the necessary support is made for any child with additional needs.

## Additional information

To find out further information about what is available in Hertfordshire, click onto the Hertfordshire Local Offer website here.
SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service provides information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability. Click here for further information.