

# Howe Dell School



## School SEN Information Report (School Offer)

2024-2025

As stated in the Code of Practice 2021 “a child or young person has Special Educational Needs (SEND) if they have 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 if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability that 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”. Children who find learning significantly harder than their peers, can be said to have learning difficulties.

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

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people who have Special Educational Needs (SEND) or are disabled, including those who do not have Education, Health and Care plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it. As part of this, the information below sets out Howe Dell’s approach to how we provide for children with Special Educational Needs and Disabilities (SEND).

The SEN Code of Practice (2015) places a statutory duty on schools ‘to use their best endeavours to ensure that such (special educational) provision is made for those who need it’

The four identified broad areas of Special Educational Needs identified in the SEN Code of Practice (2015) are:

- **Cognition and Learning Needs**
- **Communication and Interaction Needs**
- **Social, Emotional and Mental Health Needs**
- **Sensory and/or Physical Needs**

## **Inclusion definition**

Inclusive practice is at the heart of our community at Howe Dell School. We have high expectations and aspirations for every child. We strive to ensure that barriers are identified at the earliest stage, as we believe that early intervention is vital in helping our children succeed and fulfil their potential. If a child has an identified Special Education Need or Disability and or barriers to learning, we aim to create an environment to meet that need in order for them to thrive.

Our core values of kindness, growth and respect set a clear and ambitious vision for inclusion at Howe Dell. This is communicated to all stake holders and embedded in day to day life at the school. We create a culture of No Outsiders in which every member of our community belongs, feels safe, welcome and valued. Through our curriculum, we ensure that all children access a high-quality education, taught by experts with high ambition who strive to develop every child's potential.

Leaders work in a collaborative and effective partnership with parents and carers and other agencies to ensure the best possible outcome for every child and learner, regardless of their starting points.

Howe Dell is a two-form entry school with 440 children on roll. Of these children 12 children have a current EHCP, and 53 are SEND supported children. Our largest area of need is SEMH (33%), followed by Speech language and Communication (27%) and ASD (16%) (correct data as of May 2025).

## **How does the school know if the children need extra help and what should I do if I think my child may have SEND?**

At Howe Dell, we are committed to providing high quality learning through great teaching for all pupils. At Howe Dell, children's progress is monitored through a number of ways:

- Pupil Setup Meetings
- Pupil Outcome Meetings
- Provision Mapping
- VSEND (implementation due Spring term 2025)
- Inclusion Review meetings
- Parent/ teacher consultations.
- Termly assessments of progress (summative)
- Academic reports to parents.
- Information from previous settings (transition information)
- Working collaboratively with external agencies
- Involving Parents in their child's learning – child centred approach.
- Pastoral and wellbeing ethos that allows identification of a change in behaviour or progress.

When progress and attainment for children is identified as being significantly below curriculum related expectations or the child is struggling to access the curriculum, further adaptations may be necessary. Howe Dell is fortunate to have an Inclusion Team, who operate an open-door policy with staff and parents as great importance is placed on communication. Should parents wish to discuss any concerns they may have relating to their child's progress, they are encouraged to request an appointment with the class teacher in the first instance via the school admin team: [admin@howedell.herts.sch.uk](mailto:admin@howedell.herts.sch.uk) or through the year group email address. If parents/carers still wish to discuss their concerns further after meeting with class teacher, they are encouraged to request a meeting with the SEND Team at Howe Dell (Sheryl Wall – Assistant Head for Inclusion, Jenny Field – Inclusion Hub Lead) through: [inco@howedell.herts.sch.uk](mailto:inco@howedell.herts.sch.uk).

## **2. How will Howe Dell support my child?**

Quality First Teaching at Howe Dell involves adaptive teaching to support the meeting of children's needs as individuals. Class teachers plan lessons that are scaffolded to the needs of individual children to support their academic progress. All children are supported in an inclusive, welcoming and caring environment by a qualified and dedicated team. Children will be taught in an inclusive environment with resources that are matched to their learning, needs and appropriate stage of development. In some instances, despite quality first teaching and scaffolds put into place to support learning, some children require additional provision and support from the Inclusion Team to support their progress.

Consultation with the Inclusion Team may result in:

- Further assessments or observations are conducted.
- Referrals to external agencies such as: Early Years, Behaviour Outreach, Speech and Language Therapy Team, Educational Psychologists, SEND Advisory Teachers, GP.
- Specialist equipment sought e.g.: pencil grips, wobble cushions, ear defenders.
- Adult supervision e.g., stretchy play at break and lunchtimes.
- Access to individualised workstation within the classroom
- Safe Space areas inside and/or outside of the classroom.
- 1:1 or small group targeted intervention from the Inclusion Team

Parents will be involved at every stage of the process. Parents will be asked to meet with the class teacher and Inclusion Team at Howe Dell to discuss the level of progress and support required. Parents participate in the A, P, D, R (Assess, Plan, Do, Review) cycle through discussion at review and planning new targets

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

At Howe Dell, we place great importance on communication with parents/carers to ensure the best outcomes for children. Parents and carers will be kept informed about their child's progress through the following avenues (some but not all may apply):

- Termly provision map update (Assess, Plan, Do, Review cycle followed)
- Parent/teacher consultations
- Reports
- Discussions with class teacher
- Home School Communication book
- Meeting with external professionals
- Pastoral Support Plans
- Class events e.g.: assemblies
- Annual Review of Education, Health and Care Plans (EHCP)
- Telephone and email conversations
- Inclusion/SENCo meetings

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

#### **Curriculum Intent**

At Howe Dell, we are committed to providing high quality learning through great teaching.

Our children embark on a journey that commences life-long learning. We want them to be happy, inquisitive learners, who are engaged and stimulated through our designed curriculum. We use HFL Education resources to deliver our English and Maths curriculum as we believe this best suit the needs of our children. The Reading journey begins in early years with Little Wandle SSP and progresses on to whole class guided reading (CUSP). We use the Little Wandle intervention programs to ensure children keep up with their learning. Teaching of the Maths curriculum is supported by fluency sessions. The CUSP Curriculum, through knowledge organisers and knowledge notes, is used to deliver the majority of science and the wider curriculum. Our whole curriculum is vocabulary rich, with language and communication at the core. Great reading is at the heart, as reading unlocks the curriculum. Curriculum enrichment enhances learning. To promote the sense of belonging, we make the most of what we have on our doorstep. Our curriculum is sequential and progressive. It activates and secures prior learning, builds on skills and deepens knowledge and understanding over and across subjects so that pupils' learning stays with them. To that end, we will provide children with a curriculum that is diverse and represents the world in which they live. Adaptive classroom practice is enhanced by bespoke interventions that are driven by Pupil Outcome Meetings and inclusion reviews.

In summary, our curriculum will:

Have high expectations for all	Have literacy and communication at its heart
Be broad and balanced	Foster curiosity
Adhere to the National Curriculum and Early Years Framework	Promote respect and diversity, including British values
Inspire and engage	Provide a variety of learning opportunities
<b>Be inclusive and accessible to all</b>	

**Our whole school provision map, in line with the four areas of SEND outline how teaching and learning will be matched to a child's needs:**

**Ordinarily Available Provision**

**Culture and Beliefs**

All staff recognise that they are responsible and accountable for the education of all pupils including those who are disadvantaged and those with special educational needs and/or disabilities.

Discriminatory language and low expectations are challenged, and poor perceptions are educated.

Pupils act and speak in a way which demonstrates that they are active participants in the school's culture of inclusion.

The views and experiences of pupils with SEND are gathered, evaluated and responded to – every voice is heard!

Regardless of starting points and challenges, staff have ambitious expectations for the achievement of all pupils. Low expectations of others (teachers, non-teaching staff and pupils) are challenged for all pupils, including those with Special Educational Needs or Disabilities.

Additional classroom staff enhance the work of but do not replace the class teacher. The class teacher retains the responsibility for direct teaching of all pupils and is the lead professional for every child in the class.

At every level, leaders model inclusivity in their language and their actions.

Without exception, all pupils have equitable access to a broad and balanced curriculum.

All pupils are equally and adequately supported by the most qualified member of staff in the room. Pupils with SEN/D are not more likely than other to be taught by less qualified staff – time with support staff supplements rather than replaces high quality teaching from the class teacher.

It is clear through the school's curriculum planning, CPD activity, improvement plan, self-evaluation activity, governance and through all conversations that provision for pupils with SEND is a whole school priority.

Staff actively encourage and enable all pupils to participate in all aspects of school life including clubs, sports, activities and opportunities. Consideration is given to ensure that all extra-curricular activity is inclusive and accessible.

Staff CPD is well considered and is seen to influence classroom provision and practice.

The physical accessibility of the building and individual learning spaces have been assessed. The accessibility plan is on the school's website and 'reasonable adjustments' have been made according to individual need.

Displays, literature and people studied in the curriculum are representative of all members of the school population.

In all aspects of school life there is a clear demonstration of the school's belief that "everybody can" – this is seen in sports, arts, and positions of responsibility.

## Ordinarily Available Provision to Support Learning and Cognition

Learning is broken down into small manageable chunks to ensure that they do not overwhelm learners.

Try to avoid situations where one thing has to be held in working memory whilst another task/event takes place. If elements are in different places in a classroom, this means some information has to be held in working memory whilst the other relevant information/resource is located. Try to keep information and resources in close proximity.

Provide opportunities to build familiarity with language, concepts and strategies over time – familiarity plays a key part in remembering. Becoming familiar with the parts makes remembering the sum of the parts more likely.

Ensure that the use and application all “supportive” resources are explicitly taught.

Staff provide short instruction and practical demonstrations. Complex (multi-part) instructions are delivered in stages with visual support to aid remembering.

Provide access to assistive technology such as a computer, for pupils who find it difficult to read large amounts of text or to write quickly enough in class.

Explanation given in the location where the child will begin/complete the work to reduce the risk of forgetting whilst moving.

Ensure that a minimal amount of time elapses between explanation of a task and beginning a task to reduce risk of forgetting.

Be mindful of “input” overload – for pupils with WM difficulties switching between PowerPoint, textbook, aural input and group work can be overwhelming.

Providing a list of easily navigated relevant words to support writing

Support for writing through oral rehearsal, writing frames, talking tins – to take the pressure of remembering and maintain the focus on the act of writing.

Minimising expectation to copy from the board by provided printed alternative to support pupils with tracking difficulties.

Every opportunity to develop fluency in the secretarial elements of writing, the decoding elements of reading, mastery of number in maths is exploited to allow working memory to be utilised for thinking

Try to sandwich detail between a question asked twice. Ask the question – provide the context and ask the question again – it helps focus on what’s important.

Appropriate adaptations made e.g., font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the child/young person and what they find helpful.

Provide a survival kit of age-appropriate key equipment such as pencil grips, a variety of writing tools, coloured overlays, small whiteboards and pens; selection of coloured overlays or reading rulers to support reading, concrete and manipulative resources to support in mathematics

Give opportunities to actively and consciously refresh learning - information in working memory will be lost after about 30 seconds if it is not actively rehearsed or refreshed.

Learners are directed to the appropriate resource for a specified task.

Reviewed May 2025

## Ordinarily Available Provision to Support Language, Communication and Interaction

Curriculum planning provides opportunities for pre-teaching and reinforcement of vocabulary when new concepts or units of work are introduced and the revisiting of previously met vocabulary before it is revisited.

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Verbal explanations and instructions are supported with visuals and text to support understanding and retention.

Tailored support strategies are used to scaffold oral responses.

Pupils are grouped thoughtfully to support and enable social interaction in a secure environment; planned groupings in class allow peers to provide role models.

Use of resources and strategies to alleviate load on auditory memory and organisation of information supports understanding and processing (e.g. task plans, sequence boards, visual timetables, subject specific word banks and glossaries, post-it notes, digital recorders, smart 'phone

The use of effective interventions to support language and communication needs are seen to have an impact on classroom understanding, communication and participation.

Regular and timely explicit pre-teaching of new vocabulary; ensures a sound understanding of subject specific vocabulary in advance of planned lessons.

Correct responses, vocabulary and grammatical constructs are modelled back to pupils rather than corrected

Consideration of environment and seating arrangements to support both collaboration and independent working with minimal distractions, as appropriate to the task. Access to a low stimulation workspace or sensory space is considered if the CYP finds group work challenging

Adult talk is succinct, clear and repetitive with all abstract concepts demonstrated through concrete resources and modelling

Consider language that used; avoid information overload by reducing and chunking language, use language with simple grammatical structure and support verbal speech with a visual representation of the information (appropriate to the developmental needs of the

Key vocabulary and concepts taught in advance of contextual use with consistent visual representation of vocabulary (dual coding); this can help develop understanding across learning areas and year groups.

When giving instructions and explanations adults reduce the amount of information that a child must remember and break it down into simple steps.

Where it is possible, first/home language is used to support understanding of vocabulary and explanations.

**All Pupils will receive or have access to:**

<p>High Quality Teaching</p> <p>Access to additional support where necessary</p> <p>Broad and balanced curriculum</p> <p>Phonics SSP</p> <p>CUSP Reading KS2</p> <p>Explore and learn in the Early Years</p> <p>Inviting displays that are purposeful to children's learning</p> <p>High quality curriculum resources</p> <p>Access to IT</p> <p>Access to enrichment opportunities</p> <p>Opportunities for shared reading in class</p> <p>JIGSAW PSHE</p> <p>Extra-curricular activities</p> <p>Home learning</p> <p>Home school agreement</p> <p>Access to adult support</p> <p>Little Wandle for KS1 and EYFS</p> <p>Effective questioning to develop high order thinking skills</p> <p>Access to kinaesthetic, Sensory, and auditory learning</p> <p>Learning /talk partners in class</p> <p>Modelling of good spoken language</p> <p>Access to role play and drama</p>	<p>Access to a visual timetable in classes created by Widget for consistency across the school</p> <p>Whole class reward system</p> <p>School newsletters</p> <p>Clear expectations of rules and behaviour – Golden Expectations</p> <p>Celebration assembly</p> <p>Positive learning behaviours</p> <p>Class code of conduct</p> <p>Fine motor control practice</p> <p>Busy fingers in EYs and KS1</p> <p>Accessibility plan</p> <p>Self-care skills and independence taught and encouraged</p>	<p>Trained mental health and well-being staff in school including therapeutic thinking</p> <p>Transition support and planning</p> <p>Talking opportunities in class</p> <p>Worry boxes in all classes.</p> <p>Access to PE curriculum</p> <p>Outdoor access</p> <p>Outdoor learning</p> <p>Resources</p> <p>Healthy eating school</p> <p>Adult supervision at break and lunchtimes</p>
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## Few Pupils will receive:

<p>Outreach and specialist services support</p> <p>SPLD support; EP involvement, OT support behaviour outreach Welwyn and Hatfield behaviour hub support; support</p> <p>Home/school communication books</p> <p>TEACCH structure</p> <p>Scaffolding and adaptive teaching</p> <p>Scaffolded curriculum planning; communication board</p> <p>Personalised timetables in response to individual needs</p> <p>Pre-teaching of key stage vocabulary and concepts</p> <p>Phonics interventions (little Wandle)</p> <p>Little Wandle SEND</p> <p>Reading intervention</p> <p>writing intervention</p> <p>Maths intervention</p> <p>Individual workstations</p> <p>Individual assessment arrangements</p> <p>VSEND</p>	<p>WELLCOMM Assessment</p> <p>ELKLAN Assessment</p> <p>Attention Bucket</p> <p>Speech and Language therapy team and support interventions</p> <p>Individual speech and language targets</p> <p>Signing – Makaton</p> <p>Visual learning aids such as task planners</p> <p>Visual prompts Now and next boards</p> <p>Time to Talk intervention – speaking and listening</p> <p>Social stories</p> <p>Individual reward chart</p> <p>Specialist equipment (magnifier, specialist IT resources)</p> <p>IT supporting resources</p> <p>Support for learners who are EAL/ recent arrivals to the country</p>	<p>Social skills intervention</p> <p>Turn taking intervention</p> <p>Additional Transition support</p> <p>Protective behaviours</p> <p>Stretchy play intervention</p> <p>Small garden approach</p> <p>School nurse referral / input from step 2</p> <p>Wellbeing practitioner referrals</p> <p>GP referrals</p> <p>Designated calm space</p> <p>Specific teaching for emotions / behaviour</p> <p>Boxall profiling</p> <p>Drawing and talking intervention</p> <p>My world and me intervention sand play</p> <p>Well-being intervention</p> <p>Anxiety mapping/ therapeutic thinking tree</p> <p>Zones of regulations/ the colour monster intervention</p> <p>Handwriting/fine motor control interventions</p> <p>Gross motor intervention</p> <p>Sensory Circuits</p> <p>Sensory Diets</p> <p>Individual sensory/movement targets</p> <p>Support with toileting or Intimate care plans</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Fiddle toys</p> <p>Ear defenders</p> <p>Wobble cushions</p>
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## **5. What support will there be for my child's overall wellbeing?**

- The Inclusion Hub team all have training in Mental Health support
- Assemblies (Values of the month)
- Fidelity to the scheme of Jigsaw (SMSC/PSHE) taught on weekly basis.
- Pupil voice – talking to your children
- Wider outcomes- participating in extras activities, self-esteem, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children
- Teaching Assistant supporting the children
- 'Time to Talk' and Protective Behaviour sessions for key children
- School Family Worker support
- Emotional Wellbeing Practitioner referrals
- Network Hand to identify trusted adults within the school
- Buddy system in place on the school playground
- 1:1 or small group intervention from the Inclusion Hub Team to support children's emotional wellbeing.
- Watford FC Positive Minds Programme for Year 6 children
- School Council
- Small garden and strategy play approach to support the children at break and lunch time, through developing play and interaction skills

## **6. What training have the staff, supporting children with SEND had or are having?**

- In school training on a range of SEND needs e.g. Autism, Social Stories, Speech and Language through staff CPD sessions and INSET days.
- The INCO has completed the National Award in Special Educational Needs Co-ordination.
- Therapeutic Thinking
- A teaching assistant with the ELKLAN qualification
- WELLCOMM training
- Relevant courses and training, Literacy support for children with a Specific Learning Difficulty (SpLD) or possible SpLD
- On going advice from outside specialists
- Specific Learning Difficulty Base (SpLD) Training from Hertfordshire Advisory Team
- Training led by Nessie and Woolgrove Outreach Service
- Little Wandle SEND

## **7. What specialist services and expertise are available at or accessed by the school?**

- Educational Psychology
- School Family Worker and Emotional Well Being practitioner
- Specialist Advisory Teacher Service (Early Years, SPLD / Speech, Language, Communication and Autism)
- Speech and Language Therapy Service
- Health – Occupational Therapy, GP, Childhood and Adolescent Mental Health, School Nurse
- ESMA (Education Support for children with Medical Absence)
- Local Providers such as DSPL 5 Area Lead/ triage team and Woolgrove Outreach Service.
- Families First Team
- DSPL 5 Behaviour Outreach and the Welwyn and Hatfield Hub, VISTA and SENSE Assist

## **8. How will you help me to support my child's learning?**

- Meet the teacher meetings
- School information about how to help your child e.g. at Parent/Teacher consultation
- Reports
- Parent/Carer Links from school website
- Parent workshops/Live Learning sessions
- Family support worker
- Parenting courses signposted through School Family Worker Team, Inclusion Team and School Website.
- Learning Plan reviews
- Assess, Plan, Do, Review cycle - Provision Maps and VSEND profiles
- Curriculum Flyers
- Parent Coffee Mornings including SEND coffee mornings
- Parent Information Workshops

## **9. How will I be involved in discussions about and planning for my child's education?**

- Learning Plan reviews monitoring progress
- Parent consultations- regular at least two times a year
- Families First (Early Help)- for multiple needs where multiple services are required- up to parent
- Education, Health and Care Plan (EHCP) for a minority of children
- Risk Assessments for some children
- Pastoral Support Plans (PSP) for some children
- Regular discussions with class teacher / Inclusion Team

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

- Risk assessments conducted and shared with parents as appropriate
- Individual Risk Assessments written.
- Safety Support Plans written for individual children.
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion / meetings
- Daily visit for residential trip instead of overnight stay if required.
- Professionals meeting with external agencies to further provide support and advice (i.e. School Nursing Team)
- Adapted resources provided to meet the needs of the child for extra-curricular activities such as trips/clubs.
- Alternative methods of transport considered.
- Parents invited to attend extra-curricular activities.
- Howe Dell's wrap around care and provision is fully accessible to all children, both are very popular and there is a waiting list. Please contact the school office to register your interest.

## **11. How accessible is the school environment?**

- All Hertfordshire schools will comply to The Equality Act 2010 and will make reasonable adjustments (Accessibility Plan)
- Lower school doors open straight out on to outdoor area
- Risk Assessments are in place as appropriate.
- There is a ramp from the KS2 building down to the KS2 playground, which is accessible to all, including wheelchair users.

- The school has wide doors, ramps, disabled toilets and a lift.
- Interpreters will be accessed as required if available, otherwise translation sites such as “Say Hi” will be used
- Teaching Assistants (TAs) who have dual languages are used to support parent/teacher conversations.
- The school building is fully wheelchair accessible.
- Visual impairment provision is in place across the school using Braille labels for key signs.
- Visualisers are used in every classroom to enable all students to see clearly
- The lights in all areas of the school have been replaced to support clarity and clear vision whilst minimising glare
- Auditory impairment provision re: acoustics and support from Hertfordshire Advisory Team.
- The existing building have a disabled shower and toilet facilities for children and adults.
- Some equipment and facilities will be provided from the school’s special educational needs budget. Additional provision e.g. Specialist computers/Braille equipment may be resourced additionally by the LA.
- Some children will require physical adaptations in the classroom and additional resources.
- Safe spaces made and provided for children where necessary to support physical / emotional regulation
- Sensory circuits provided to children to support physical regulation
- Inclusion Room within the school to support children’s emotional regulation and which provides a calm space.
- Inclusion Room within school to provide appropriate acoustics for Speech and Language intervention.

## 12. Who can I contact for further information?

In the first instance, parents and carers are advised to contact their child’s class teacher as the first port of call. This can be done via the school office at [admin@howedell.herts.sch.uk](mailto:admin@howedell.herts.sch.uk) or 01707 263291 Alternatively the year group emails can be used to contact the class staff. Messages will be passed onto the class teacher by the school admin team.

If parents/carers are still dissatisfied with the response they receive, they are advised to contact the school send team. Parents and carers should clearly place the subject of their message as **FAO:SEND Team** and communications should be sent to [admin@howedell.herts.sch.uk](mailto:admin@howedell.herts.sch.uk) or made via 01707 263291.

Other members of staff / agencies who may be involved in a child’s education include:

- Phase Leader/ Deputy Head/ Executive Headteacher
- Children’s Services
- SEND Link Governor
- County- Education Health and Care Coordinator (EHCCO)
- ASK Sali – Send Information and Guidance Officer (SENDIAGO) and SEND Implementation Support Officer (SISO)
- SENDIASS

## **SENDIASS**

If parents/carers wish to contact seek further support and advice, Hertfordshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They support children, young people with special educational needs and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. They do this by providing free, confidential and impartial information, advice and support through our helpline service, online resources, at events and workshops as well as through individual casework

SENDIASS contact details are as follows:

<https://www.hertssendiass.org.uk/>

Telephone: **01992 555847**

Monday to Thursday 9.30am – 3pm. Friday 9.30am – 2.00pm.

### **Delivering Special Provision Locally (DSPL)**

DSPL is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that:

- Meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible
- Improves outcomes for wellbeing and attainment
- Widens choice for children and parents/carers
- Removes barriers to learning
- Uses resources more effectively

There are nine DSPL Area Groups across the county that meet regularly to discuss what services are available and to influence how services are shaped and developed to ensure the children and young people with SEND in their area receive the right support in their educational activities.

Howe Dell School is part of DSPL Area 5. DSPL Area 5 (Welwyn and Hatfield) covers 32 primary schools, 5 secondary schools, 3 special schools and 3 nurseries.

Website: <https://www.dspl5.co.uk/>

Lead School: Green Lanes Primary School DSPL (Area) 5

C/O Green Lanes Primary School

Green Lanes

Hatfield

Hertfordshire

AL10 9JY

Phone: 01707 262556 or 07799 740219

<https://www.facebook.com/DSPL5WelwynandHatfield>

### **Complaints**

Whilst we would hope that problems may be over-come in school, you can ask for a copy of our Complaints Procedure and Policy. For any formal complaints, A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, provided that the third party is able to demonstrate to the school that they have the appropriate consent to do so.

Concerns should be raised with the Class Teacher in the first instance. If the issue remains unresolved, the next step is to make a formal complaint. Complaints against School staff (except the Executive Headteacher) should be made in the first instance, to the Executive Headteacher via the School Office. They should be marked Private and Confidential.

School admin contact details:

[Admin@howedell.herts.sch.uk](mailto:Admin@howedell.herts.sch.uk)

01707 263291

Reviewed May 2025

### **13. 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 support/ plans- additional visits to secondary schools
- Transition Books
- Additional visits to new classroom for children as appropriate
- Additional meetings with parents as appropriate
- Home Visits for children joining the School Nursery
- Visits by key staff to other settings in Early Years as appropriate
- Reception Induction Day and sessions to meet the class teacher
- Internal transition meetings
- Meet with secondary staff
- Records are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000. Both electronic and paper are transferred and discussed
- SENCo transition meetings between primary and secondary school SENCo.

Our school works closely with all settings at the time of transition. We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEND. In the same way we collaborate closely with secondary schools to ensure smooth transition and transfer of relevant information. Children with SEND are able to have additional visits when needed and if required a staggered start can be implemented.

### **14. How are the school's resources allocated and matched to children's special educational needs?**

- School budget decided by head and governors for SEND.
- In exceptional circumstances additional funding can be applied for using Local High Needs funding (LHNF).
- Within the budgetary constraints support is allocated according to the level of need.
- Resources are carefully matched to a child's needs through careful ongoing monitoring and assessment of the level of need.

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

- Careful monitoring and evaluation of support to ensure development of the child's independence. It is important children do not become over reliant on additional support.
- In consultation with class teacher, parents, INCO, SEND TAs and Executive Head teacher to discuss what is appropriate.
- Regular review meetings with professionals that may include the child where appropriate.
- Support for children takes place inside the classroom when possible although intervention groups/ 1:1 Speech and Language work will often take place outside.

### **16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Information about the Hertfordshire Local authority offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Our School Information Report and School Offer will be reviewed yearly as new developments, processes and provisions alter and change.

For further information please contact the SEND Team.