SEND NEWSLETTER

October 2025

senco@mandeville.herts.sch.uk

What is SEND?

The SEND Code of Practice states that 'a child or young person has SEN 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 believe that early identification of needs is both an essential and positive process, resulting in early support to help children. If you have a concern about your child you should speak to the class teacher as soon as possible.

Welcome Back!

It has been so lovely to see the children back at school and settling into their new classes. The teachers are getting to know their pupils and each teacher will have a meeting with the SENCo, Laura Williams, to discuss how best to support the pupils in their class.

Inclusion

We pride ourselves on being a fully inclusive school and we ensure that all pupils are included in every aspect of school life. We aim to encourage all children, regardless of their SEND, to make the best possible progress and we seek to remove any barriers to learning and participation.

Our teaching aims to equip children with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives and to take responsibility for their own learning.

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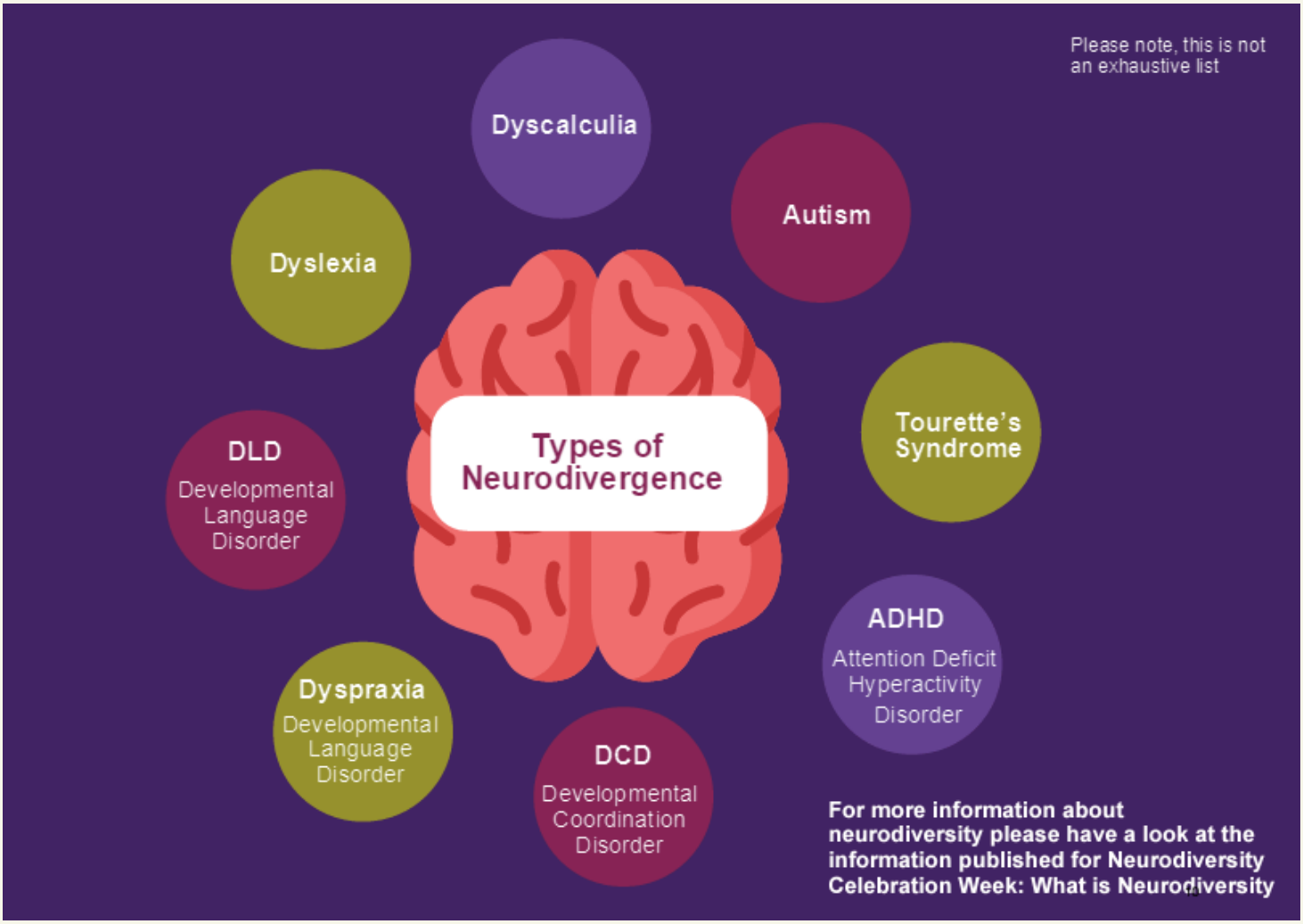
Neurodivergence

'Neurodiversity' is a term that describes the wide variety of human brains and the many different ways in which all our brains work. Neurodiversity recognises the fact that there is no one correct or 'right' way of being and therefore differences are not necessarily deficits or problems.



Hertfordshire County Council and the NHS have brought out a new 'Supporting your Neurodivergent Child' handbook that has been developed for Hertfordshire parent/carers and professionals. The Neurodiversity Handbook has useful resources, support and signposting on a whole range of things relating to Neurodiversity.

The resource is accessible to all regardless of whether a young person has a diagnosis or not, and can be used at any point during a young person's journey.

The Handbook can be found attached to this email.

SEND at Mandeville

If you have any questions or concerns about your child's learning, communication skills or social and emotional development, you are able to talk to the teacher on the door or make a longer appointment with them.

You can also email the SENCo, Laura Williams, on senco@mandeville.herts.sch.uk or speak to her on the gate. If your child receives SEN support, you will have a meeting with the class teacher each term (in addition to parents evening) to discuss their targets and provision.

Below is an outline of the documents that may be in place for your child. If you child has any of these, you will be offered a meeting with the class teacher to go through them and you will also have access to Edukey, our provision mapping software.

SEN DOCUMENTS

PUPIL PROFILE

For children on the SEN register, where appropriate and beneficial.

A profile written by the teacher and the child. Aims to get pupil voice and give the child ownership of their strengths and needs. Most useful when children are able to, or beginning to, articulate what provision helps them at school. Also informs adults of key information about that child. Stored on Provision Map.

SEN SUPPORT PLAN

For children receiving additional SEN provision working on specific targets. Written by teachers in consultation with pupils and parents.

Document that outlines SMART targets with associated provision and reasonable adjustments each term. Designed to support progress and attainment at a child's developmental level. Stored on Provision Map.

EHCPS

An Education Health Care Plan is a legally binding document agreed by the local authority.
A thorough document that describes the child's strengths and needs and sets out the provision they require to overcome their barriers to learning. Application and assessment process overseen by SENCo with parents. Teachers to monitor termly using the EHCP review form.

CAPPS

An assessment document used for children working significantly below age-related expectations.

Highlighted termly to show small steps of progress and to plan provision including individual 'tray tasks'. These are individualised tasks that a child can access and complete independently as part of their curriculum.

REASONABLE ADJUSTMENTS

Reasonable adjustments are the changes that are made to a child's school life, so that they're not at a disadvantage compared to others. These are put in place for children who may or may not be on the SEN register and could include alternatives to writing, sensory resources, scaffolds and specific equipment.

Reasonable Adjustments

As described above, reasonable adjustments are used regularly by teachers to adapt the school environment or learning to meet individual needs. The range of possible reasonable adjustments are outlined below, although these are not exhaustive as we will always work with parents to make school and learning as accessible as possible to all children. We are also lucky to have several designated spaces around the school to support children with individual or small-group work, sensory or emotional regulation or just offer a quieter environment.

SEN processes at Mandeville

What to do if you have a concern or question

If you have a concern about your child you should speak to the class teacher as soon as possible.
Children can be identified as needing SEN support in a number of ways:

- By parents and carers raising a concern
- By your child voicing that they are experiencing difficulties or need further support
- Through a referral from a GP, a Health Visitor, a paediatrician, the Speech and Language service, the Educational Psychology service or other specialist advisors.
- By class teachers and other staff who identify pupils who are not making good progress in their learning

If a parent or the class teacher has a concern about a child, a meeting will be arranged to discuss the concerns. If further input and advice is needed, an additional meeting with the SENCo can be arranged.

How we help your children

If children are identified as having gaps in understanding or are at risk of falling behind age-related expectations, short-term additional provision may be put in place. These are likely to be small group sessions with a Teacher or Teaching Assistant.

A small number of children may be identified as requiring more specialist input. If the school believes a child may have a special educational need, parents will be informed and SEN support will be put in place.

An **SEN support plan** may be written which includes essential information about your child's needs, the advice received, the outcomes that the child is working towards and the detailed steps to be taken both by the school and you at home. This support plan will be reviewed by the class teacher with you as often as is necessary but at least once per term as part of the 'Assess, Plan, Do, Review' approach.

Meetings

SEN support - The progress of children receiving SEN support will be discussed in an additional meeting with the class teacher and/or SENCo each term. If they have an SEN support plan or one page profile, this can be accessed on 'Provision Map'. With your consent, we may make a referral to an outside agency.

If you are not sure if your child is receiving SEN support or what documents they have in place, please speak to the class teacher or Mrs Williams.

If, in spite of the additional support, your child is still not making expected progress, your child may need a statutory education, health and care (EHC) assessment to work out what extra help they need and, if necessary, to record this extra help in a legally binding education, health and care plan (EHCP).

A guide to EHCPs

What is an Education, Health and Care Plan (EHCP)?

An education, health and care plan (EHCP) is a legally binding document that:

- describes all of the special education, health and care needs of the child or young person which relate to their disability
- sets out all of the extra help and support they will need to overcome barriers to learning

1. Requesting an EHC assessment

This is done with the school and involves completing a form with as much information as possible and providing evidence of the support currently in place and the impact of this.
The Statutory Assessment Team oversees the assessment process. If you have a query that your SENCo is unable to answer, you can contact them at:
ehcneedsassessment@hertfordshire.gov.uk.

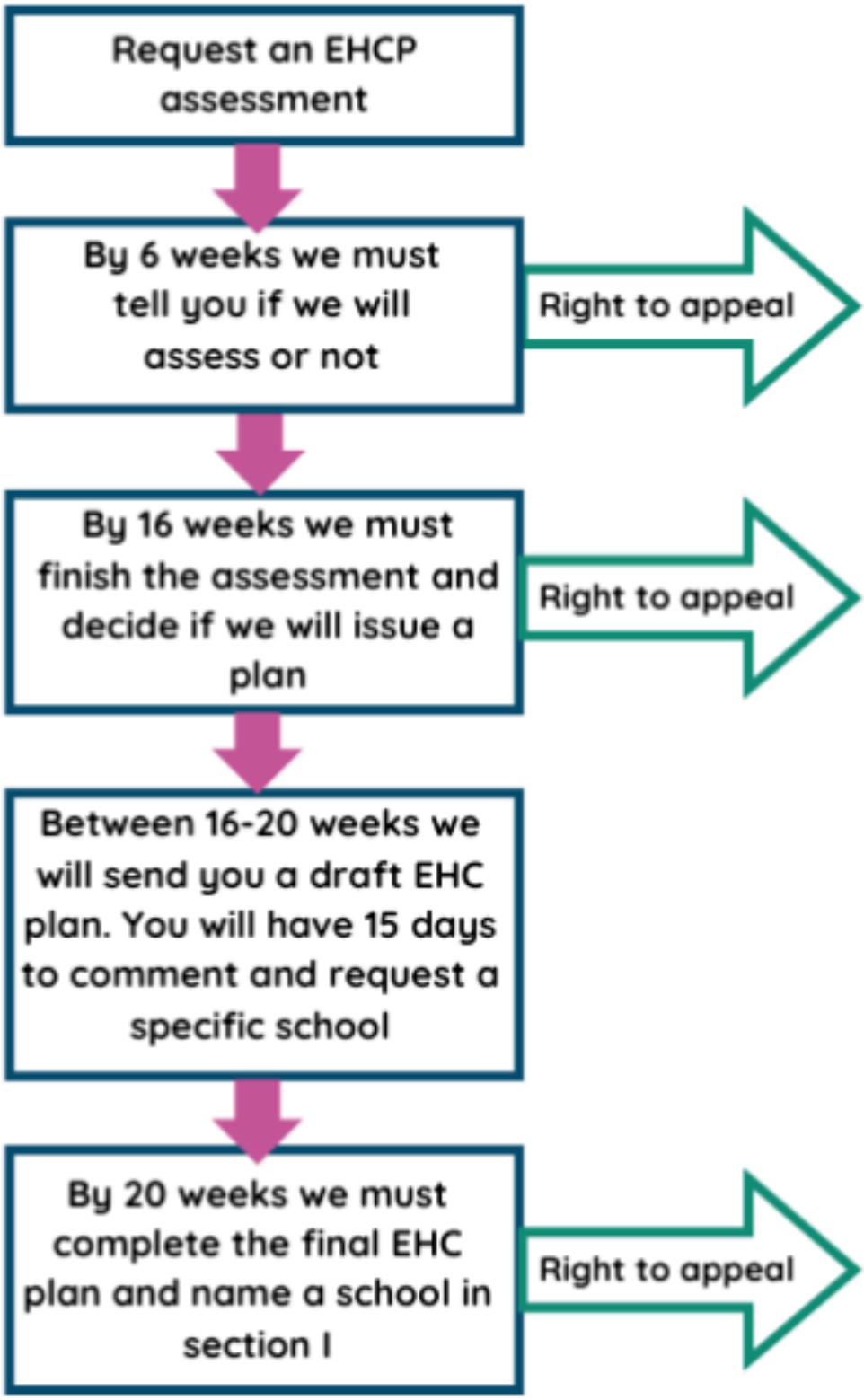
2. What happens during the EHC assessment

Professionals such as teachers, paediatrician, speech and language therapist and educational psychologist provide information for the assessment. If it is decided that additional special educational provision is needed to meet your child's needs, an EHCP will be issued.

3. Reviewing the EHCP

You will be offered a review of the EHCP at least once a year to ensure it stays up-to-date and continues to provide the best support your child or young person needs.
Once you have a final EHCP, you will be given a named EHC Coordinator from one of five teams at the council.

EHCP timeframes



Referrals

If you feel your child may need an onward referral to a different professional, please talk to the class teacher and/or Laura Williams as a first step. The routes for the most common referrals are:

Speech and Language

- School will carry out an assessment to assess speech sounds and/or language understanding.
- If necessary, school will complete and send a referral to the NHS speech and language team with parent/carer consent.

Autism and/or ADHD

- There is now one form for Autism and ADHD or this can be a combined referral - school can provide the forms for parent/carers.
- Both home and school complete the relevant sections of the referral form.
- This is then taken by parents/carers to the GP for an onward referral.

Dyslexia

- School can carry out an initial dyslexia screener using software called 'Literacy Gold' and any other relevant assessments (phonics, spelling etc.)
- To seek a diagnosis of dyslexia, parents/carers need to source this privately.
- Information on this can be found on the British Dyslexia Association website.

Occupational Therapy

- Information and advice can be found on the Hertfordshire Occupational Therapy website.
- Suggested activities must be tried and recorded for a period of time.
- If necessary, a referral can then be made by the GP or school nursing.

School nursing

- Information on what the school nursing team offer can be found on their website.
- An online referral form can be submitted by parent/carers, school or GP

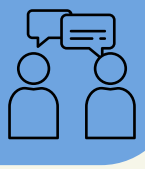
Referrals

Children and Young People's Mental Health Services (CYPMHS)

- They provide support for children with a mild to moderate mental health difficulty as well as parent/carer-infant relationship/attachment difficulties.
- Referrals can be made by school or any other health professional, for instance GP, school nurse, health visitor etc.

Counselling

- The school pay for a counsellor from Safe Space who can have up to 6 children. We also have student counsellors and can refer for support from Nessie through DSPL7.
- Parents/carers can speak to the class teacher or Laura Williams who can write referral forms for this.

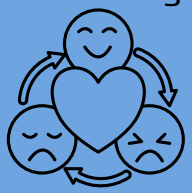


Educational Psychologist

- The trust pay for a private Educational Psychologist to support children within the school.
- These referrals are made by the school with consent from parent/carers.

Other mental health support

- The school provide a range of support including Emotional Literacy Support Teaching Assistant, Drawing & Talking and Sand Therapy.
- These referrals are made by school with consent from parents/carers.



DSPL7 SEND family support worker

- Clare Tominey-Smith supports families who have a child or young person with SEND aged 4-16 who may be displaying challenging behaviour at home.
- School can make this referral.

Teaching Assistants at Mandeville

We are lucky to have knowledgeable, compassionate and skilled TAs across the school who believe in all children and go over and above to ensure that every child reaches their potential. Many of our TAs have carried out additional training in their own time in the best interests of the Mandeville children.

We also have SEN TAs who have developed specialism in particular areas:

Kellie Turner

Kellie is experienced in supporting children with Specific Learning Difficulties (SpLD) such as dyslexia and dyscalculia. She is also trained as an Emotional Literacy Support Assistant (ELSA) and is trained to deliver 'Drawing & Talking' which is a therapeutic approach to understanding and managing emotions.

Shanta Mazumdar

Shanta is experienced in supporting children with Speech, Language and Communication Needs. She recently supported the school in achieving the Herts Shining Communication Award and works with individuals or small groups on speech sounds, understanding language and constructing both verbal and written sentences.

Anne Breeze

Anne provides support to our children in Key Stage 1 in a wide variety of areas. This includes nurture provision and other social, emotional and behavioural support as well as academic support such as phonics and early maths skills.

Madi Doelling

Madi has a wealth of experience working with children with a range of significant and complex needs. She is particularly passionate about supporting children with autism and has recently completed a masters degree in Child Development at UCL. She provides support to children across the school and works closely with teachers to adapt provision where needed.

SUPPORT FOR PARENTS

Mandeville coffee mornings

We regularly host SEND parent coffee mornings at Mandeville. This is a chance for parents to come together in a supportive environment. School staff and other professionals are also available to listen, signpost or offer advice as needed. The next dates for these are:

- Tuesday 9th December 2025 at 9am
- Wednesday 11th February 2026 at 9am

If there is a particular topic you are interested in discussing, please do not hesitate to contact senco@mandeville.herts.sch.uk or speak to Mrs Williams on the gate.

We can also signpost to a range of parent/carer training and support groups - please ask!

DSPL7 support

DSPL7 supports parents and carers, staff in early years settings, schools and further education colleges by ensuring there is a range of provision and support services within the St Albans and Harpenden area for children and young people with additional needs.

They have a huge amount of information on their website: **https://www.dspl7.org.uk/** and signpost to lots of fantastic training. The fliers for parent support and training for the Autumn term can be found attached to this email.

Herts Parent Carer Involvement

HPCI is the parent carer forum for Hertfordshire.
They work to make sure that local service providers know what families with children and young people with SEND need.
They gather parent carer views and work in partnership to bring about positive change across health, education, and social care services.

Support groups & networks

ADD-vance

A dedicated group of professionals who are parents of children affected by ADHD and/ or autism. ADD-vance's mission is to support families and increase understanding of the conditions.
They offer support meetings, 1:1 parent support, parent training courses and a Facebook page. They also have a closed Facebook page just for parents that you can ask to join.
Visit the ADD-vance website

Angels Support Group

Angels are an experience-led charity that aims to make the world a better place for autistic children and children with ADHD. We provide individualised, professional expertise and advice for the families of autistic children and children with ADHD (and those awaiting diagnosis). Come along to our meetings to chat with other parents, share ideas and experiences and gain information, advice and strategies.
- Parent support group meetings - in person and online
- One-to-one service to support you around your child/young person's conditions, including support with meetings and forms.
- A private moderated Facebook group just for members.

Carers in Herts

Carers in Herts are a charity who provide advice, information and support to unpaid carers.
They offer free support to carers of all ages who live, work or care in Hertfordshire by giving them a voice, as well as opportunities to meet with other carers and share experiences.
Visit the website here.

Families in Focus CIC

Offers parent network support meetings at different locations across Hertfordshire, professional training workshops and a Facebook page for parents and carers of children and young people with SEND, including Austism, ADHD and PDA and related conditions. We also run Siblings First project for siblings aged 4 - 10 years of brothers and sisters of children with additional needs and their parents
Visit the website here.

SPACE Herts

SPACE is a Hertfordshire charity supporting parent/ carers of children and young people on the autistic spectrum, attention deficit hyperactivity disorder, or a related condition.
We offer support meetings, training courses, a range of activities, and we have a SPACE Facebook page and website.

Neurodiversity Support Hub

For Parents, Carers and Professionals

We can offer support, signposting and guidance about a whole range of things including but not limited to:

- Understanding ADHD/Autism
- Distressed Behaviours
- Anxiety
- School

No Diagnosis Required

The phones are answered by our team of parents and carers of neurodivergent children and young people

Are you a Parent, Carer or Professional?

01727 833963

supporthub@add-vance.org

Open Monday-Friday
9 AM - 1PM

We Can't:

- Give updates/ fast track places on waiting lists
- Recommend specific private assessors

Here to support, reach out for a listening ear

SEND 0-25 years Hertfordshire's Local Offer

ADD-vance The ADHD and Autism Trust

Herts Parent Carer Involvement

Hertfordshire

MH LDA

NHS

Relationships & Behaviour

At Mandeville Primary School, we believe that every child deserves unconditional positive regard (UPR). A child will thrive when they know that adults are there to support them, not only through the positive times, but also in their more difficult moments.

Kindness is central to all we do. Kindness must be modelled, shared and explicitly taught through every interaction between an adult and a child. It should form the foundation of children's interactions with each other.

The core beliefs of Mandeville Primary School are that:

- **Behaviour communicates**
- **Behaviour can change**
- **Behaviour is about everyone**
- **Behaviour is linked to our British Values**

A copy of the school's relationships and behaviour policy can be found on the website.