



The
Spiral
Partnership

SEN INFORMATION REPORT

FOR SCHOOLS IN THE
SPIRAL PARTNERSHIP TRUST



APRIL 2026

Introduction



Welcome to our SEN Information Report

'All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential' (SEND Code of Practice DfE, 2014).

All schools in the Spiral Partnership Trust are committed to promoting the inclusion of all children, whatever their age, ability, gender, race or background and aim to meet the learning and pastoral needs of every child. Educational experiences are provided which develop pupils' achievements and recognise their individuality. We value the importance of working in partnership with parents and draw upon the advice of external agencies to provide the best support for children with SEND

The Hertfordshire SEND Local Offer

The Local Offer lets parents and young people know what special educational needs and disabilities (SEND) services are available in Hertfordshire, and how to access them.

Click here for the [Hertfordshire Local Offer](#)

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How does the school know when a child needs extra help?



The SEND Code of Practice states 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A school age child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age.'

Early identification of needs is both an essential and positive process, resulting in prompt action to address individual difficulties. Children can be identified as needing additional support in a number of ways:

- By parents and carers raising a concern about learning or behaviour
- By a child voicing that they are experiencing difficulties
- By class teachers and other staff who identify pupils who are not making expected progress
- Through a report from an external professional

Short-term, additional provision may be put in place and reviewed for impact. Following this, it may be decided that a child has an additional need and would benefit from SEN support. Schools follow the 'Assess, Plan, Do, Review' cycle and 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 at home

Parents will always be asked for their consent before a child is added to the school's SEND register.

How does the school support children?



Adapting Teaching & Learning

Staff recognise that children learn and develop differently and have different support needs at different times.

Staff in Spiral schools understand the need for strong relational practice, supporting executive functioning and using neuro-affirming practices.

High Quality Teaching is carefully planned and adapted to meet the needs of all children in the class. All schools follow Hertfordshire's Ordinarily Available Provision guidance.

A small number of children with EHCPs may have a more personalised curriculum to support learning needs.

Allocating support/resources

The ethos in all Spiral schools is that children should be supported within the 'flow of learning' in the classroom, where they can be given targeted, timely support.

When gaps in learning are identified, some children might access catch-up programmes as required.

Children with SEN support targets may have some additional provision to help meet that specific area of need.

A very small number of children with Focused Intervention or EHCP top-up funding may be allocated time with an additional adult to receive a specific intervention or the provision outlined in the EHCP.

Support for wellbeing

Pastoral support is provided initially by the teaching teams including class teachers and support staff.

Some children may receive additional support through group or individual interventions and a small number may be referred to external agencies for further therapeutic support if needed.

All schools adhere to the statutory guidance 'Supporting pupils at school with medical conditions' and all medications are kept in a secure place and only administered by designated people. If your child has medical needs, an individual care plan will be written jointly with you, and reviewed annually. This ensures that the school has a full understanding of your child's needs and how to meet them.

Additional activities

All school activities, including extra-curricular, are available to all children, and no child would be excluded from taking part because of an additional need or disability.

Children are encouraged to participate in sports days, competitions, assemblies and performances, and to apply for roles such as school council

Reasonable adjustments will always be made where appropriate, to enable all children to access these learning opportunities.

Where needed, risk assessments are carried out with the parent/carer prior to school trips to ensure the necessary precautions are taken. Where possible, teachers will carry out pre-visits to ensure trips run smoothly, and that activities are adapted to meet the needs of all pupils.

How does the school work with families and other agencies?



Working with families

Staff in all Trust schools work closely with parents and carers, and recognise the benefits that working in partnership with families can have for children with SEND.

All schools have an open door policy and encourage parents/carers to come and discuss any concerns they may have.

Formal Parent/Teacher evenings are arranged during the year where parents/carers can talk to the class-teacher about their child's progress.

For children receiving SEN support or with an EHCP, additional meetings are arranged to celebrate progress, create new targets and discuss next steps for school and home.

Some schools may offer or signpost to more informal meeting opportunities, such as coffee mornings in school or the local community.

Working with other agencies

As part of the Trust offer, schools have access to the Trust SENCo, Educational Psychologist and Speech and Language Therapist. The work they do across the Trust varies, depending on the needs of the schools and the children.

In addition, all schools are able to access support from a number of different external professionals, and value the advice and strategies they may suggest. Support can involve visits to school, observations of the child and attendance at meetings or annual reviews if appropriate. Parent consent will always be sought before a referral is made.

External agencies could include:

- Local authority advisory services
- Special school and behaviour outreach
- Local DSPL area services
- Children's Therapy services
- Health services
- Family support services

Support for Transition

We recognise that Transition periods can be worrying for children, particularly those with SEND, and all schools take steps to ensure they are as smooth as possible. Transition is a local authority priority, so parents should look out for additional workshops.

Early Years

Children starting in Nursery or Reception will likely have both a home and pre-school/nursery visit. For children with higher level needs, some schools may be invited to attend an EY transition meeting with external professionals.

Moving to the next year

Where children are moving to a new year group, information about their needs is passed to the new class teacher in advance, and all teachers will have handover meetings. Children will meet their new teacher and spend time in the classroom during Transition morning. Some children may have additional visits, social stories or a transition book to support their understanding of moving to a new class.

In year transition

When a new child joins the school mid-year, the previous SENCo will be contacted to discuss any provision or support that may have been provided in the previous setting. All records should be passed on as soon as possible and a meeting can be arranged if necessary.

Phase Transfer

For children moving between key phases, such as infant to junior, or primary to secondary, SENCos will meet to handover information and attend any relevant transition meetings. Children will have the opportunity to visit the new school on Transition day. Additional visits can also be arranged for pupils who would benefit from this.

A small number of children may have a more bespoke transition package, depending on the level of need. This could involve additional visits, or an invitation to join a secondary school Summer event.

Other information

Staff training

“Whole school approaches are necessary for some, but good for all.”

Spiral Partnership Trust believes in professional development, and staff in Spiral schools have access to a strong programme of continuing professional development (CPD). Over the past 3 years, all staff have received training in Relational Practice, Supporting Executive Functioning skills in the Classroom and Neuro-affirming Classroom practices.

Some staff may access more specific training depending on the needs of the children in the class, to ensure they have the skills to support children well.

There is a thorough induction programme for new staff to ensure they understand the systems in school and have the information they need to support the children they work with.

Accessibility

All schools in the Trust are fully compliant with the Equality Act (2010). Information about the accessibility of individual school buildings and their accessibility plans can be viewed on each school's website.

All schools in the Trust are committed to supplying any auxiliary aids that may be needed for a child to fully access the curriculum, and all schools will make reasonable adjustments for children with SEND where necessary and appropriate.

No child would be prevented from participating in any school activity because of additional needs or a disability. This includes access to extra activities and school trips, including residential visits.

Trust Wide Strategies

All Schools are part of an Executive Functioning in classroom project which aims to:

- Increase staff understanding of Executive Functioning skills and how to support them through everyday classroom practice.
- Reduce reliance on 1:1 adult support by developing more neuro-inclusive environments
- Strengthen all children's metacognitive and self-regulated learning skills.

All schools are part of the Trust Digital Strategy which aims to utilise technology to support access to learning for all children through the use of:

- use of the Read&Write toolbar accessibility tools
- use of Google Classroom
- use of Literacy Gold and other software for additional practise

Who to contact

All schools in the Trust have a qualified SENCo. Parents should discuss any concerns with the class-teacher in the first instance, but meetings with the SENCo can be arranged if required.

Contact details are:

senco@colneyheath.herts.sch.uk
senco@fleetvilleinfants.herts.sch.uk
senco@fleetvillejm.herts.sch.uk
senco@forres.herts.sch.uk
senco@mandeville.herts.sch.uk
senco@mountpleasant.herts.sch.uk
senco@springmead.herts.sch.uk

Further information about more specific school support can be found on individual school websites