



Green Lanes Primary School

SEND Information Report 2025 – 2026

Our School



Our School Vision

At Green Lanes Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into independent and resilient learners for life, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

November 2025 Information

Green Lanes Primary School currently has 411 children on role (Nov 25).

There are currently 117 children on our SEND register with a range of needs from universal to specialist they are made up of;

children 52 (44%) have a level of need, that can be accommodated through High Quality Teaching (HQT) (universal needs)

35 children (29%) have a level of need that requires targeted interventions through HQT and support planned by the class teacher. (targeted need)

9 children (8%) have a significant and complex need that requires support over and above in class provision. (specialist need)

9 children that have an EHCP (8%)

67 children have a SEND Support (56%)



Meet our Inclusion Lead & SENDCo

The Inclusion Lead and SENDCo is Amy Russell.
The Assistant Inco is Laureen Patel.

If you would like to contact Amy or Laureen, please call school on 01707 262 556 (option 2) or email inco@greenlanes.herts.sch.uk



Admissions

As a maintained primary school we adhere to [Hertfordshire Admissions Policies](#) for all children and young people including those with Special Educational Needs and Disabilities.



Special Educational Needs

At Green Lanes Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Green Lanes we provide a broad and balanced curriculum for all pupils. The class teachers and teaching assistants monitor each child's progress in a number of ways:-

- Staff observations, Learning conversations and Pupil Progress meetings.
- Pupil consultations.
- Termly assessments of progress and termly reports to parents.
- Information from previous settings.
- Medical and outside agency reports.
- Parent knowledge.
- Inclusion and wellbeing ethos that allows identification of a change in behaviour or progress.

If appropriate, consultation with the Inclusion team may result in:-

- Further assessments being carried out,
- Specialist equipment e.g. pencil grips, wobble cushions, ear defenders may be given to your child,
- Additional support may be provided in class,
- A playground mentor/ buddy may support,
- Access to individualised workstations (bays) or areas inside and outside the classroom will be provided.

You will meet with the class teacher and Inclusion team to discuss the support and the progress noted on the Assess, Plan, Do, Review (APDR) if necessary. You will be involved throughout. There will be a plan of all extra support your child is having along with specific targets. The frequency of extra provision and the length of time the intervention runs, varies according to the need but will be monitored and reviewed regularly.

A graduated approach to SEN support will follow the process of:-

ASSESS - the needs of the child,

PLAN - work with the Inclusion team to form targets and strategies to scaffold for the Individual child,

DO - follow a structure detailed in the plan,

REVIEW- the effectiveness of the work and progress made.

This continues on a half termly cycle.

See the School Local offer for a comprehensive list of interventions Green Lanes School provides.

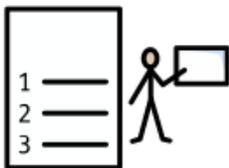


Our approach to teaching children with SEND

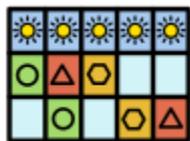
Our High Quality Teaching provides a challenging skill centred curriculum that is matched to the needs of each child.

Class teachers plan work that is scaffolded (this means support will be built into the activity to enable your child to achieve the same outcomes as the other children in the lesson) to meet all abilities and needs, this enables them to monitor the progress of all children.

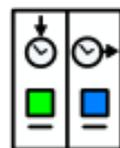
If appropriate progress is not being made, the learning is broken down into smaller steps (chunked) to aid progress and raise self-esteem.



Curriculum adaptations



Visual timetables



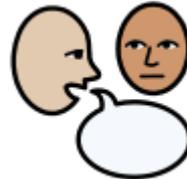
Task boards



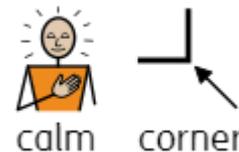
Peer mentoring



Assistive technology



Talk partners



Calm corners

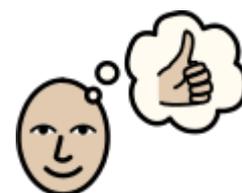


Pre-teach



Words

Dual coded word banks



Positive behaviour



Ear defenders



Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Green Lanes there are many opportunities to inform and involve parents.

- Termly reports which include progress measured against expected steps
- Parents consultation and SEN reviews providing information on progress
- Inclusion / SENDCo meetings (sub-review meetings)
- Home / School communication methods
- Class events e.g. assemblies
- Autumn term parents meetings to meet class teacher and to outline the year's work
- Annual reviews of Educational Health Care Plans (EHCP)
- Telephone and email conversations
- APDR documents involving parents and pupils in setting and reviewing interventions and targets (sub-review meetings)
- Regular meetings with class teacher if necessary
- Additional appointments made with the class teacher or Inclusion Lead via the school office.
- Behaviour support meetings



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Discuss their learning next steps



Attend meetings and help decide the support needed



Feedback and Review progress/interventions. Insert their voice to professional meetings.



Wellbeing

At Green Lanes we follow a PSHE (Personal and Social, Health and Education) programme, Twinkl life and an Attachment and Trauma informed ethos, and have a Mental Health and Well-being Lead.

Various strategies and programs are available to support your child's overall wellbeing and to develop his or her confidence and self-esteem:

- School Council
- Eco Council
- Year 6 responsibility posts
- Class assemblies
- Celebration assemblies
- Hands of trust completed by every child (Protective Behaviour programme)
- Lunch and after-school clubs
- Inclusion room (Banksy) and calm down space
- Staff tutoring
- Pastoral support lead / Family support worker
- Emotional support team using various strategies
- House point system
- Pupils voice / Trusted adult
- NESSie (therapeutic) intervention
- Art therapy
- Advice and support from Educational Psychology team, (Integrated Services for Learning) ISL, (Distributing Specialist Provision Locally) DSPL5 and the Behaviour Outreach
- Secondary transition programme
- [Mental Health Support Team](#) participant

We recognise that some children may have additional social and emotional needs. These needs can manifest themselves in a number of ways including behavioural difficulties, Emotional Based School Anxiety and being uncommunicative.

Members of staff are available for pupils and parents who wish to discuss issues and concerns.



Staff Training

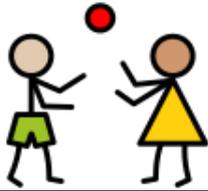
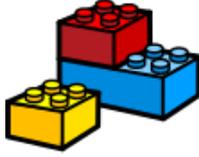
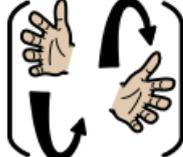
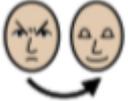
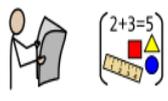
The Inclusion Lead and team continually update their training and knowledge by attending courses and regular SEN update meetings.

Teachings and Teaching Assistants regularly attend prolonged in-depth courses and gain awards in specific areas e.g. Autism, Speech and Language, Emotional Needs, Physical Development and Protective Behaviours. Lite bite training is also attended weekly by all staff.

Outside professionals give whole school training on specific interventions and medical needs. All staff have annual training on Epi-pen administration for

allergies and any other training for medical conditions e.g. diabetes and sickle cell.

All staff have Therapeutic Thinking training for the de-escalation of behaviour. All support staff have a biweekly meeting where training is shared, new resources are introduced and information is given.

			
Play Therapy	Lego Therapy	Child Development	Sensory needs
			
Autism (Level 3)	Makaton	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment and trauma	Reading and Maths for those who struggle	Sensory needs



Transition Support

Nursery to Reception

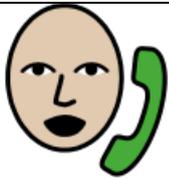
We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition books which include photos of the teacher, TA and classroom environment.

	<p>We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.</p> <p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p> <p>Class teachers and TAs meet with each other and the SENDCo during the summer term to discuss the needs of the children and share Individual Learning Plans.</p> <p><u>Secondary Transition</u></p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.</p> <p><u>Mid-Year new starters</u></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. All new starters are assessed for language understanding within the first few weeks of joining.</p>
 <p>Outside Agencies</p>	<p>We have strong links with:</p> <ul style="list-style-type: none"> • Delivering Specialist Provision Locally Team • Educational psychologists • Art therapists • School nurses • Outreach support • Behaviour Support Base (Welwyn and Hatfield Hub) • MHST (Child and Mental Health Support) • Advisory services – Autism, Visual Impairment, Hearing Impairment • Counselling services • Families First Team • Occupational Therapists • Virtual Schools <p>etc.</p> <p>When a number of agencies become involved with a child, an Early Help Module (EHM) will be used. This ensures all different agencies work together in an effective coordinated way.</p>
 <p>Clubs and Trips</p>	<p>Pupils with SEND and additional needs are included in all school activities alongside other pupils, as far as is reasonable, practical and compatible with their needs. We make appropriate reasonable adjustments where necessary following discussions with parents. Risk assessments are always carried out and medical needs are considered. If necessary, relevant healthcare professionals may be consulted to ensure your child can participate safely. This is in accordance with the Supporting Pupils at School with Medical Conditions Act 2014.</p>



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to one of the Assistant Head Teacher or Head Teacher.

If they cannot solve your issue, then a copy of the school complaints procedure is available on our website at the following link:

[Complaints Policy 24-25](#)



Hertfordshire Local Offer

The Hertfordshire Local Authority Local Offer can be found at

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

For general enquiries email localoffer@hertfordshire.gov.uk



Feedback

"Banksy is for when you are sad, you talk and they make it better" ~ Year 3 Pupil

"The Inco Team at Green Lanes have provided much needed support for both of my children and our family as a whole. They always listen and help in any way they can but are never judgemental. The whole team are fantastic! They understand my children and I am constantly learning from them in ways to help adapt and cope with everyday life. The journey of seeking a diagnosis for your child is not an easy one but I feel so much more confident with the team" ~ Parent

"I like it because you can have a break and feel better and the teachers make you feel happy and smile" ~ Year 6 Pupil