



St. John's Church of England VA Primary School

Finding the light in ourselves and each other

Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Special Education Needs and Disabilities (SEND) Information Report July 2026

*A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness*



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Introduction

This report has been updated in line with Hertfordshire's 'Ordinarily Available Provision Guidance' (September 2025).

Our SEND Information Report has been developed in consultation with parents, carers, governors and staff and written by the Inclusion Lead. It is based on key questions asked by parents of children with SEND in Hertfordshire. It complies with the SEN code of Practice (Clause 65 of the new SEN Act).

All schools are required to develop and publish a SEND Information Report (paragraph 6.79 of the SEN Code of Practice)

Every effort has been made to make this report accessible to parents and carers, but if there are any aspects that you would like explained please contact the school office (see details below).

Key Contacts

Mr Arnold Worton-Geer	Headteacher
Mrs Lee Pocha	SEND Governor
Mrs Pri Mistry	SEND Governor
Mrs Rachel de la Croix	Inclusion Lead/ SENCo Deputy Headteacher responsible for Inclusion
Mrs Catherine Scott	Deputy SENCo

Contact Details

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Additional Information

St John's SEND policy can be accessed [here](#). Paper copies of this and the SEND policy are also available on request from the school reception.



SEND Information Report

Our Approach to SEND

At St John's, we are committed to providing the very best opportunities for all pupils and enabling every child to achieve their full potential. We have high expectations for all learners and recognise that every child is unique. We work in partnership with children, families, staff and external professionals to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the support they need to thrive academically, socially and emotionally.

All teachers are teachers of pupils with SEND and are responsible for the progress and wellbeing of every child in their class. Our approach is underpinned by high-quality inclusive teaching, person-centred practice and the principles set out in the SEND Code of Practice (2015).

Ordinarily Available Provision

At St John's, all pupils benefit from Ordinarily Available Provision (OAP) as outlined in Hertfordshire's Ordinarily Available Provision Guidance (September 2025). OAP describes the inclusive practice, reasonable adjustments and support that should be available to all children within a mainstream school, regardless of whether they have an identified SEND.

Ordinarily Available Provision includes:

- High-quality inclusive teaching.
- Adaptive teaching and personalised learning approaches.
- Consistent routines and clear expectations.
- Visual supports and scaffolds.
- Support for communication and language development.
- Adaptations to the learning environment.
- Assistive technology and specialist resources where appropriate.
- Support for social, emotional and mental health needs.
- Opportunities for pupil voice and participation.
- Regular assessment and responsive teaching.

The school uses Hertfordshire's Valuing SEND (VSEND) self-evaluation framework and SEND Benchmarking and Planning Tool to review and develop inclusive practice.

Most children will have their needs met through Ordinarily Available Provision. Where additional support is required, the school will implement SEND Support through the Graduated Approach. A small number of pupils with more complex needs may require an Education, Health and Care Plan (EHCP).

The Graduated Approach

All support offered to pupils, particularly those with SEND, follows the Graduated Approach:

Assess

Children are regularly assessed and monitored by class teachers. Progress is reviewed through ongoing assessment, pupil progress meetings and discussions with parents and pupils. Where



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concerns arise, a SEND Record of Concern may be completed and shared with the Inclusion Lead for further investigation.

Plan

Teachers use high-quality teaching and adaptive practice to meet the needs of all learners. Where additional support is required, provision may be recorded through a Learning Plan, Provision Map, Pastoral Support Plan or Pupil Profile. Parents and pupils are involved in planning and agreeing outcomes.

Do

Support may include classroom adaptations, targeted interventions, small-group work, individual support, specialist programmes or advice from external agencies. Most support is delivered within the classroom through adaptive teaching and reasonable adjustments.

Review

The effectiveness of provision is reviewed regularly with pupils, parents and staff. Outcomes inform future planning and any necessary adjustments to support.

Levels of Support

Support is provided through a graduated continuum:

1. Ordinarily Available Provision (OAP)

Inclusive teaching and reasonable adjustments available to all pupils.

2. SEND Support

Additional provision and targeted interventions implemented through the Graduated Approach.

3. Specialist Support

Advice and involvement from external professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

4. Education, Health and Care Plan (EHCP)

For pupils whose needs require highly personalised and coordinated provision beyond that ordinarily available within school.



1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At St John's, we are committed to identifying and supporting children with Special Educational Needs and Disabilities (SEND) as early as possible. When identifying and supporting pupils with SEND, we consider needs across the four broad areas identified within the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (SEMH); and Sensory and/or Physical Needs. Children may experience difficulties in one or more of these areas, and support is planned according to their individual strengths, needs, and circumstances.

Class teachers play a key role in the early identification of SEND and continually assess pupils' progress, attainment, and wellbeing through high-quality classroom practice and ongoing assessment. Information gathered through these assessments is regularly discussed with the Headteacher and SENCO during pupil progress meetings. These meetings help staff to identify any pupils who may require additional support or further investigation into potential barriers to learning.

Concerns about a child's needs may arise from a variety of sources, including parents and carers, teachers, support staff, external professionals, or the child themselves. The school carefully considers any concerns raised and monitors pupils whose progress, attainment, or development is significantly below age-related expectations, or where there is a noticeable change in progress, behaviour, attendance, or emotional wellbeing.

Parents and carers play a vital role in the identification process and are encouraged to share any concerns they may have about their child's learning, development, or wellbeing. If you think your child may have special educational needs, you should initially contact your child's class teacher through the school office. The class teacher will discuss your concerns, review the information available, and, where appropriate, involve the SENCO to explore whether additional support or assessment may be required. The SENCO can also be contacted directly via the school office or by email at [**delacroixr@digswell.herts.sch.uk**](mailto:delacroixr@digswell.herts.sch.uk).

Where a child is joining St John's with an identified special educational need, disability, or where concerns have already been raised by a previous setting, the school works closely with parents, professionals, and the child's current setting to ensure a smooth transition. Transition meetings may be held involving parents, previous teachers or key workers, external agencies, and school staff. These meetings enable information to be shared effectively and ensure that appropriate provision, support, and reasonable adjustments are in place before the child starts school.

Through regular monitoring, open communication with families, and a graduated approach to support, we aim to identify needs early and provide timely, effective interventions that enable every child to achieve their full potential.

2. How will school staff support my child?

At St John's, all teaching is underpinned by high-quality inclusive practice, ensuring that every child can access learning, participate fully in school life, and achieve their potential. Teachers are responsible for the progress and development of all pupils in their class and use adaptive teaching approaches, reasonable adjustments, and evidence-informed strategies to meet the diverse needs of learners. Support is tailored to individual needs and is regularly reviewed to ensure it remains effective and responsive to each child's progress.

The first level of support for all pupils is high-quality teaching within the classroom. Teachers carefully adapt lessons, resources, learning environments, and teaching approaches to remove barriers to learning and enable pupils to engage successfully with the curriculum. Reasonable adjustments are made where necessary to ensure that children with SEND can participate fully in lessons and wider school activities.



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The school uses a whole-school provision mapping process to identify and coordinate the support available for pupils with SEND. This enables staff to monitor provision across the school and ensure that interventions and resources are matched appropriately to individual needs. Support may include targeted classroom strategies, small-group interventions, or individual programmes designed to address specific areas of need.

Where additional support is required, interventions are carefully selected based on assessment information, pupil outcomes, and advice from specialist professionals. These interventions may be delivered individually or in small groups and are designed to provide targeted support in areas such as literacy, numeracy, communication and language, social skills, emotional wellbeing, or specific learning difficulties. The effectiveness of interventions is regularly monitored to ensure that they are having a positive impact on pupils' progress and development.

Some pupils may benefit from access to specialist resources, equipment, or assistive technology to support their learning and independence. Where appropriate, the school works with external professionals to identify suitable strategies, equipment, or adaptations that will enable pupils to access learning more effectively.

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

We believe that regular communication and strong partnerships with parents and carers are essential in supporting children's progress and wellbeing. There are a variety of formal and informal opportunities throughout the year for parents to discuss their child's learning, development, and any additional support they may be receiving.

All parents are invited to attend Parent Consultation Evenings during the Autumn and Spring Terms. These meetings provide an opportunity to discuss your child's progress, attainment, wellbeing, and next steps for learning. In addition, every child receives a written annual report in the Summer Term, which outlines their achievements, progress, and areas for further development. Through these discussions and reports, teachers will explain your child's progress in relation to age-related expectations as well as their individual starting points. It is important to recognise that a child may be making good progress from their starting point while still working below age-related expectations.

For pupils receiving additional SEND support through a Class Provision Map, Individual Learning Plan, Therapeutic Support Plan, or Education, Health and Care Plan (EHCP), progress is reviewed regularly as part of the school's graduated approach to SEND support. Parents and carers are invited to attend termly review meetings with the class teacher, and where appropriate, the SENCO/DeputySENDCo may also be involved. These meetings provide an opportunity to review current targets, discuss the impact of interventions, celebrate progress, and agree new targets and outcomes for the coming term.

Children's views, aspirations, and preferences, together with those of their parents and carers, are central to the review process. Discussions are informed by the child's Individual Pupil Profile and focus on both current progress and longer-term aspirations. This collaborative approach ensures that support remains personalised and responsive to individual needs.

The school operates an open-door policy and encourages parents to raise questions or concerns whenever they arise. Informal discussions with class teachers can often take place at the beginning or end of the school day, and appointments can be arranged when more detailed conversations are required. Your child's class teacher can be contacted via the admin email admin@digswell.herts.sch.uk and the class teacher can be available to discuss your child's progress by prior arrangement.



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Parents may also contact the SENCO, Rachel de la Croix, via the school office or by email at delacroixr@digswell.herts.sch.uk.

Where external professionals are involved in supporting a child, parents are invited to attend meetings to discuss assessment outcomes, recommendations, and next steps. This may include meetings with professionals such as Educational Psychologists, Speech and Language Therapists, Advisory Teachers for Autism, or other specialist services. Information may also be shared through written reports, letters, emails, telephone conversations, home-school communication books, or additional review meetings.

For children with an Education, Health and Care Plan (EHCP), formal Annual Review meetings are held to evaluate progress towards outcomes specified within the plan. These meetings involve parents, the child, school staff, and any professionals involved in supporting the child, ensuring that provision continues to meet their needs effectively.

Where more frequent communication is beneficial, additional arrangements may be agreed between home and school. This may include the use of a home-school communication book, regular email updates, telephone calls, or verbal feedback systems to ensure that information is shared consistently and effectively.

Through ongoing communication, regular reviews, and collaborative working with families, we aim to ensure that parents are fully informed about their child's progress and are actively involved in supporting their learning and development.

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

Provision is planned and reviewed using the Graduated Approach (Assess, Plan, Do, Review) and is informed by Hertfordshire's Ordinarily Available Provision Guidance. The school uses a person-centred approach alongside tools such as VSEND and the SEND Benchmarking and Planning Tool to understand barriers to learning and identify effective support strategies.

The first response to emerging needs is always the implementation of high-quality teaching, adaptive practice and reasonable adjustments within the classroom.

Some pupils will require additional resources and input over and above what is usually available to all pupils, and this will be tailored to support an individual child's needs. Suitable resources to support individuals may be used. Small group learning or one-to-one support from teaching assistants will be available where appropriate. Teachers will take advice from the school Inclusion Lead and also from external agencies, for example, a Speech and Language therapist.

Levels of Support

Support is provided through a graduated continuum:

1. Ordinarily Available Provision (OAP)

- Inclusive teaching and reasonable adjustments available to all pupils.

2. SEND Support

- Additional provision and targeted interventions implemented through the Graduated Approach.

3. Specialist Support



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- Advice and involvement from external professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

4. Education, Health and Care Plan (EHCP)

- For pupils whose needs require highly personalised and coordinated provision beyond that ordinarily available within school.

Provision at every level is reviewed regularly in partnership with pupils and parents.

5. What support will there be for my child's overall wellbeing?

At St John's, the wellbeing of every child is at the heart of our provision. We recognise that children learn best when they feel safe, valued and supported, and we take a proactive approach to promoting positive mental health, emotional wellbeing and personal development. All children receive support from their class teacher and teaching assistants, and where appropriate, a child may have an identified key person – an adult with whom they feel particularly safe and supported.

Our Christian values and ethos underpin all aspects of school life and are reflected through our daily Collective Worship, Religious Education and Personal, Social and Health Education (PSHE) curriculum. Each half term, the school focuses on key values such as love, hope, respect and goodness, helping children to develop positive relationships, resilience and a sense of belonging. We also actively promote British Values and encourage pupils to become responsible, respectful and active members of the school community. Wellbeing themes such as celebrating differences, anti-bullying, friendship, conflict resolution and emotional literacy are explored through PSHE lessons, Collective Worship and class discussions.

The Inclusion Lead, who is also the school's Mental Health Lead, oversees provision for children's social, emotional and mental health needs. They work closely with pupils, families and staff to ensure that appropriate support and strategies are in place both at home and in school. Our pastoral support is a key strength of the school, and all staff are trained to recognise and respond to children's emotional needs. Teachers and teaching assistants receive regular training in Social, Emotional and Mental Health (SEMH) needs, and information about individual pupils is shared appropriately through staff meetings and briefings to ensure a consistent and informed approach.

The school follows Hertfordshire's Therapeutic Thinking approach to behaviour, which forms the basis of our Behaviour Policy. This approach focuses on understanding behaviour as communication, building positive relationships and supporting children to develop self-regulation skills. Where additional emotional support is required, the Inclusion Lead, who is a qualified Emotional Literacy Support Assistant (ELSA), can provide targeted ELSA intervention. This support typically consists of a six-session programme and may be accessed following discussion with parents, the class teacher and the Inclusion Lead. The ELSA provision is further supported through regular consultation with the Hertfordshire Psychology Team.

We offer a range of targeted interventions to support pupils' social and emotional development. These include lunchtime Nurture provision, led by the Inclusion Lead each week, which provides children with a calm and supportive environment where they can talk, share concerns and develop confidence. In addition, we run social skills interventions such as Talk About groups, Lego-based therapy groups and playground games groups. These interventions are tailored to the needs of individual pupils or small groups and are delivered by trained teaching assistants. Parents are informed when their child is accessing these interventions through consultation meetings and termly Assess, Plan, Do, Review (APDR) meetings.



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Pupils are encouraged to share their views and contribute to school life through the School Council, pupil voice activities, questionnaires, termly one-to-one conferencing and class discussions. We use a person-centred approach and value children's perspectives when planning support and reviewing provision. Pupils are encouraged to speak to any member of staff if they need help, and the Inclusion Lead, Headteacher and Leadership Team are always available to provide additional support when required.

Where a child requires further assistance with friendships, confidence or emotional regulation, support may be provided through nurture groups, buddy systems, one-to-one conversations or small social skills groups. Additional specialist support can also be arranged both within and outside the classroom, working closely with external agencies and professionals through our DSPL5 partnerships and wider support services.

We place great importance on building positive relationships between home and school and work closely with parents to ensure a consistent approach to supporting children's wellbeing. The school offers a breakfast club, run by schools' staff and after-school club provision (run by TETRA), which helps foster strong relationships with pupils and enables information to be shared effectively between staff and families. All children, including those with SEND, are encouraged and supported to participate fully in clubs, enrichment activities, music lessons, sporting opportunities and school visits.

Achievement and personal success are celebrated throughout the school. Weekly celebration assemblies recognise individual accomplishments, and termly merit certificates acknowledge achievements across academic, social and personal development. This helps to build children's confidence, self-esteem and sense of belonging within the school community.

The school works closely with a range of external agencies and support services, including DSPL5 teams, SPACE Parenting Support, the School Nursing Service, specialist counsellors, art therapists and other professionals who can offer advice and intervention when required. We also maintain strong safeguarding procedures and review our safeguarding practices annually to ensure the safety and wellbeing of all pupils.

St John's adheres fully to the statutory guidance *Supporting Pupils at School with Medical Conditions*. Staff receive regular training in areas such as first aid, asthma management and the administration of emergency medication including EpiPens. Medication is stored securely, and individual healthcare plans are developed for pupils with medical needs. These plans are shared with relevant staff to ensure children receive appropriate support throughout the school day. A designated School Nurse works in partnership with families and staff to help meet children's health needs and promote their wellbeing.



6. What specialist services and expertise are available at or accessed by the school?

St John's works closely with a wide range of specialist services and external agencies to support the needs of children with Special Educational Needs and Disabilities (SEND). We believe that expertise begins within the school and are proud to have a highly skilled team of teachers and teaching assistants who engage in regular professional development to ensure that support remains effective, evidence-informed and responsive to pupils' needs.

Our experienced team of teaching assistants receive ongoing training and continuing professional development (CPD) to support children with a range of additional needs. Staff work closely with class teachers and the Inclusion Lead to deliver targeted interventions and implement specialist recommendations. The Early Years Foundation Stage (EYFS) team has received Level 1 Makaton training and specialist training in Autism in the Early Years to support communication, language development and inclusive practice from the earliest stages of education. Staff working within the school's Breakfast Club and After School Club also receive regular internal training to ensure that children are consistently supported across the school day.

The school's Inclusion Lead, Mrs Rachel de la Croix, is a qualified and experienced teacher who also serves as the school's Autism Lead and Senior Mental Health Lead. Mrs de la Croix achieved the National Award for SEN Coordination (NASENCO) in December 2020 and qualified as an Emotional Literacy Support Assistant (ELSA) in May 2024. She works closely with pupils, families, staff and external professionals to coordinate support, oversee provision and ensure that children receive appropriate interventions and specialist input where required.

The school has access to a range of educational support services and specialist outreach provision. This includes support from specialist outreach schools such as Woolgrove School, which provides advice and guidance to help meet the needs of pupils with SEND within a mainstream setting. Through the DSPL5 (Delivering Specialist Provision Locally) partnership, the school can access outreach support for children with autism, social, emotional and behavioural needs, and other areas of SEND. This support is discussed through regular multi-agency triage meetings and may include services such as Nessie in Education, the Behaviour Hub and SEND Parent Support services.

Where additional specialist advice is required, the school works with a variety of external professionals. These include Educational Psychologists, Speech and Language Therapists (SLT), Occupational Therapists (OT), the Child and Adolescent Mental Health Service (CAMHS), School Nursing Services and specialist advisory teachers. Advisory teachers may provide support for children with autism, hearing impairment, visual impairment, speech and language needs, physical disabilities, neurological conditions and early years SEND needs. The school also has access to behaviour support services and specialist outreach teams to help ensure that pupils receive the most appropriate support for their individual needs.

The school can make direct referrals to the School Nursing Team, who are able to assess needs and, where appropriate, make referrals to additional health services. Referrals to external professionals are made in partnership with parents and carers following discussion with the SENDCo. Some specialist services have specific referral criteria and may require GP involvement. Parents may also access certain services directly through their GP, including referrals to the Child Development Clinic and other health professionals.

Through close collaboration with external agencies, specialist services and local partnerships, St John's ensures that pupils with SEND can access a coordinated and personalised package of support. This collaborative approach enables staff to draw upon a broad range of expertise and ensures that children receive timely interventions, specialist advice and appropriate provision to help them achieve their full potential.



7. What training have the staff supporting children and young people with SEND had or are having?

Staff development at our school is aligned with the Ordinarily Available Provision Framework, ensuring that all staff are confident in inclusive practice and the use of evidence-based strategies to support children and young people with SEND. Continuous professional development (CPD) is informed by guidance from HfL Education, the Education Endowment Foundation (EEF), and Whole School SEND. The school also uses self-evaluation tools, such as VSEND, to support ongoing reflection, development, and improvement in SEND provision.

The school provides a comprehensive programme of both in-school and external training to enable all staff to effectively support and improve the teaching and learning of all pupils, including those with SEND. This includes regular whole-school training focused on a range of SEND needs and evidence-based strategies to promote inclusion and achievement. All teachers hold Qualified Teacher Status (QTS) and are committed to continually developing their knowledge and skills.

Staff benefit from specialist training and advice provided by external agencies, including Educational Psychologists, Specialist Teachers, and Speech and Language Therapists. All staff receive training in identifying and supporting pupils with Dyslexia, ADHD, and Autism, and continue to update and refine these skills through ongoing professional development opportunities.

Our SENCO is a qualified and experienced teacher who attends regular SEND updates and maintains strong links with the local SEN Cluster Group and DSPL Area 5. [Home - DSPL \(Area\) 5](#). In addition, the SENCO is a Department for Education (DfE) trained Senior Mental Health Lead and undertakes further specialist SEND training, which is shared with staff to enhance whole-school practice. The SENCO is also a trained Emotional Literacy Support Assistant (ELSA), enabling them to deliver targeted individual support sessions for pupils based on their specific emotional and social needs.

The SENCO also fulfils the role of Designated Teacher (DT) for children who are looked after (CLA). In this capacity, the DT works collaboratively with the Virtual School, the local authority, and carers to support the educational progress and wellbeing of these pupils.

Our Teaching Assistants are highly skilled professionals who engage in continuous professional development to further strengthen their expertise. They are trained to deliver a range of interventions, including Speech and Language programmes, support for Specific Learning Difficulties such as dyslexia, and targeted interventions including Skate Park and U Can 2 Maths. Teaching Assistants are also trained in therapeutic approaches, including Protective Behaviours, enabling them to provide effective support for pupils' emotional wellbeing and personal development.

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

We believe that a strong partnership between home and school is essential in supporting every child's learning and development. Parents and carers are regularly provided with information, guidance, and opportunities to become actively involved in their child's education. Information about how to support learning at home is shared throughout the year through a variety of channels, including school newsletters, class communications, the school website, and the online platform app called 'SeeSaw'.

Class teachers provide regular updates on learning through termly newsletters and class pages on the school website, outlining the curriculum focus for each year group and suggesting ways that parents can support learning at home. All our teachers and TAs also use SeeSaw to share learning opportunities, achievements, and key information with parents and carers. School newsletters are sent to families on a fortnightly basis and include updates about school events, local voluntary organisations, support groups, parenting courses, holiday clubs, and other initiatives that may benefit families.



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Parent consultation evenings are held during the Autumn and Spring terms to keep parents fully informed about their child's progress, attainment, and wellbeing. An annual written report is provided in the Summer term for every child. The Inclusion Lead and SENCO regularly attend consultation evenings and are available to discuss any questions or concerns regarding a child's additional needs, progress, or support arrangements.

Where a child requires additional support, Individual Learning Plans, or Therapeutic Support Plans may be put in place. These plans contain SMART, manageable targets and are reviewed regularly to monitor progress and evaluate the impact of interventions. Parents and pupils are actively involved in termly review meetings, where their views, aspirations, and desired outcomes are discussed and used to inform the graduated response provided by the school. Working collaboratively with families ensures that support remains relevant, effective, and centred on the child's individual needs.

Children are set weekly home learning tasks, which include reading and times-tables or mathematics practice. Pupils may also choose additional activities from the school's Homework Bingo programme. Where appropriate, home learning can be adapted in discussion with the class teacher to ensure it is accessible and suitable for individual needs and circumstances.

The school offers a range of workshops and information sessions for parents and carers throughout the year. These may include sessions on topics such as phonics, mathematics, e-safety, emotional wellbeing, and supporting children with additional needs. The Inclusion Lead regularly organises workshops and information events, often involving external professionals and organisations, such as Therapeutic Hooves, SEN Family Workers, SPACE, Add-vance, Nessie in Ed, and other local support services. These sessions provide practical advice, strategies, and opportunities for parents to access further support.

Parents and carers are also encouraged to access parenting courses and family support programmes available through the Local Schools' Partnership, DSPL5, and local organisations. The Inclusion Lead welcomes parental involvement and feedback and actively invites suggestions for future workshops and areas of support that families may find beneficial.

The school website provides a further source of information for parents and carers, including curriculum information, SEND guidance, useful resources, and links to external support services. Through open communication, regular review meetings, workshops, and shared learning opportunities, we work closely with families to ensure that every child receives the support they need to achieve their full potential.



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

We believe that parents and carers play a vital role in their child's education and should be involved in discussions, decision-making, and planning at every stage. We work closely with families to ensure that information is shared openly and that parents' views, alongside those of the child, are central to the support and provision put in place.

The class teacher is the first point of contact and is available to discuss your child's progress, strengths, needs, and any concerns you may have. We value the information that parents can share about what is working well at home, as this helps us to develop consistent approaches and strategies between home and school. In addition to formal meetings, we operate an open-door policy and encourage parents to make appointments to meet with teachers before or after school whenever they wish to discuss their child's learning or wellbeing.

The SENCO, Rachel de la Croix, is also available to meet with parents and carers to discuss any concerns regarding a child's progress, special educational needs, or provision. Initial contact can be made through the school office. Parents may also discuss their child with the Inclusion Lead or Headteacher at any point during the academic year. For working parents, arrangements can be made through the school office for a member of staff to telephone them if there is a particular issue they wish to discuss.

Formal opportunities for discussion take place during the Autumn and Spring Parent Consultation Evenings, where parents are informed about their child's progress and next steps. For pupils receiving additional SEND support, parents are invited to attend termly review meetings with the class teacher. During these meetings, progress towards targets set within Individual Learning Plans or Therapeutic Support Plans is reviewed, and parents' and pupils' views are actively sought; This may be through the use of the Herts' 'This is me' tool or through other pupil voice. These contributions help shape future targets and ensure that support remains personalised and effective.

Where external professionals are involved in supporting a child, all relevant information and recommendations will be shared and discussed with parents. Wherever possible, parents will meet directly with the professionals involved. If this is not possible, information will be communicated through reports, meetings, or telephone conversations. Parents are also invited to attend meetings with outside agencies whenever appropriate, and these meetings may take place at any point during the school year.

For some children and families with multiple or more complex needs, a Families First Assessment (Early Help Module) may be appropriate. This process helps services work together effectively, ensuring coordinated support and information sharing. These assessments are usually led by the school's Family Worker, with support from the SENCO, and are arranged through the SENCO in the first instance.

For children with more significant or complex needs, an application for an Education, Health and Care Plan (EHCP) may be considered. An EHCP is a statutory document that identifies a child's needs and the provision required to support them. Parents' and pupils' views, aspirations, and wishes are a key part of the assessment process. Applications can be made by parents, the school, or jointly, and assessments are carried out by the Local Authority. Throughout the process, parents are fully involved in discussions and decision-making to ensure the most appropriate support is secured for their child.

Through regular communication, review meetings, collaborative planning, and ongoing opportunities for discussion, we work in partnership with parents and carers to ensure every child receives the support they need to achieve their full potential.



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

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal access to the full range of opportunities available within school life. Our Equality Information and Objectives promotes the inclusion of all learners in every aspect of the curriculum, including educational visits, residential trips, enrichment activities, clubs, and experiences that take place beyond the classroom.

All pupils are encouraged and supported to participate fully in school trips, residential visits, and extra-curricular activities. We recognise the importance of these experiences in developing independence, confidence, social skills, and wider learning opportunities. Every effort is made to ensure that no child is excluded from participating due to their additional needs.

Where necessary, school trips and activities will be discussed with parents and carers in advance to ensure that appropriate arrangements can be put in place. Individual risk assessments may be completed, and reasonable adjustments will be made according to the specific needs of the child. This may include additional adult support, adaptations to activities, changes to arrangements, or specialist equipment where required to enable safe and successful participation.

Where a child has medical needs, appropriate medical support will be planned and provided in line with the school's Supporting Pupils with Medical Condition's Policy. Staff will ensure that any required medication, healthcare plans, or emergency procedures are in place before the activity takes place. In some circumstances, parents or carers may be invited to accompany their child on a trip where this is considered beneficial in supporting their participation and wellbeing.

Parents and carers are consulted throughout the planning process to ensure that any concerns are addressed and that suitable support is provided. When activities are delivered by external providers or outside agencies, relevant information about a child's needs will be shared appropriately so that providers can make suitable arrangements and support pupils in a sensitive, inclusive, and effective manner.

Through careful planning, collaboration with families, and the provision of reasonable adjustments, we strive to ensure that all children can actively participate in and benefit from the wider opportunities that school life provides.

11. How accessible is the school environment?

We are committed to providing an inclusive and accessible learning environment for all pupils. Our Accessibility Plan reflects the expectations outlined within the Ordinarily Available Provision Guidance and focuses on the continuous improvement of physical accessibility, access to the curriculum, and access to written information. We take an anticipatory approach to reasonable adjustments, ensuring that barriers to participation are identified and addressed wherever possible so that all pupils can access the opportunities available within school.

As a Hertfordshire school, we comply with the requirements of the Equality Act 2010 and are committed to making reasonable adjustments to ensure that children with disabilities and additional needs are fully included in all aspects of school life. We regularly review our provision and environment to identify opportunities to improve accessibility and support the needs of our pupils.

Wherever feasible, we make reasonable adjustments to improve accessibility within the physical constraints of our school site. Adjustments are considered on an individual basis and may include adaptations to the learning environment, resources, equipment, routines, or methods of communication to ensure that pupils can access learning and participate fully in school activities.

When specific accessibility needs are identified, we work closely with a range of specialist professionals to ensure that appropriate support and recommendations are implemented. This may



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include advice from Occupational Therapists (OTs), Teachers of the Visually Impaired, Teachers of the Deaf, and other relevant professionals who can help us meet individual needs effectively.

Further information about the school's commitment to accessibility, inclusion, and equality can be found in our Accessibility Plan and Equality Information and Objectives, which are available on the school website or upon request from the school office.

12. Who can I contact for further information?

If you would like further information about the support available for children and young people with Special Educational Needs and Disabilities (SEND), there are a number of sources of advice and guidance available both within school and through Hertfordshire County Council.

In the first instance, parents and carers are encouraged to contact their child's class teacher regarding any questions, concerns, or issues relating to their child's learning, progress, wellbeing, or SEND provision. The class teacher will be able to discuss your child's needs and explain the support currently in place.

The SENCO/Deputy SENDCo and the Headteacher are also available to provide further information, discuss concerns, and work with families to ensure that appropriate support is in place for individual pupils. Parents can contact the school office to arrange an appointment or request a discussion. The school's SEND Governor(s) are also available, where appropriate, to offer advice and guidance regarding SEND provision and the school's approach to inclusion.

For children with more complex needs, or where statutory support is required, Hertfordshire's SEND Services can provide additional advice and support. The Local Authority SEND Team is responsible for administering Education, Health and Care Plans (EHCPs) and can offer information about statutory assessment processes and available services.

Further information about the Ordinarily Available Provision Guidance (September 2025) and the support available through Hertfordshire County Council can be found through the Hertfordshire Local Offer. The Local Offer provides comprehensive information about education, health, social care, support services, activities, and resources available for children and young people with SEND and their families.

Parents and carers can access further information through:

- The Hertfordshire Local Offer. [The Hertfordshire SEND Local Offer](#)
- The Ordinarily Available Provision Guidance (September 2025). [Ordinarily available provision - Hertfordshire Grid for Learning](#)
- The school's website, which contains SEND information, policies, and guidance. [St. John's CofE VA Primary School - Home](#)
- The school office, which can direct families to appropriate members of staff and relevant support services.

Should parents wish to raise a concern or make a complaint regarding SEND provision, the school's Complaints Procedure is available from the school office and can also be accessed via the school website.

We are committed to working in partnership with parents and carers and encourage families to contact us whenever they require advice, information, or support relating to their child's education and wellbeing.

13. How will the school prepare and support my child to join the school, transfer to a new school, or move to the next stage of education and life?



St. John's Church of England VA Primary School

We recognise that periods of transition can be both exciting and challenging for children and their families. Our aim is to ensure that all pupils—particularly those with Special Educational Needs and Disabilities (SEND)—experience a smooth, supportive, and positive transition when joining our school, moving between year groups, transferring to a new setting, or progressing to secondary education. Pupils with SEND are admitted in line with the school's Admissions Policy and Equality Act duties. We work closely with parents, pupils, and other educational settings to ensure that information is shared effectively and that appropriate provision is in place to meet individual needs.

When children join our school, we work in partnership with parents and previous settings to gather information about their strengths, needs, and any support already in place. Meetings are held with parents before children enter the school, and additional visits can be arranged for children with SEND to help them become familiar with the environment and key members of staff. The SENCO and Reception Teacher visit local nursery settings and meet with parents and nursery staff where additional needs have already been identified. This enables effective planning and ensures that support is in place from the outset. Further information regarding admissions can be found in the school's Admissions Policy.

Throughout their time at school, pupils are supported during transitions between classes and year groups. Staff work together to ensure that information is shared effectively and that pupils feel confident and prepared for change. Strategies to support successful transitions may include transition support plans, internal transition meetings between staff, opportunities to meet new teachers, and whole-school transition events such as "shuffle-up" days.

For pupils with SEND, additional transition arrangements can be made according to individual needs. These may include extra visits to new classrooms, opportunities to meet staff in advance, personalised transition booklets, social stories, and tailored support plans. The Inclusion Lead and future class teachers may also visit a child's current nursery or school setting to gather information and ensure continuity of support.

As pupils prepare to transfer to secondary school, we work closely with local secondary schools to ensure a smooth transition. Relevant information is shared with receiving schools, and meetings are held with Year 7 staff to discuss individual pupils' strengths, needs, and successful strategies. Pupil records are transferred and discussed to ensure continuity of provision. Pupils also benefit from opportunities to visit secondary schools through transition events, induction days, sporting activities, and other familiarisation visits.

Additional transition support is available for pupils with SEND through local services and partnerships. This may include enhanced transition sessions organised through DSPL5, transition booklets, and support materials such as those provided through Crucial Crew and Nessie in Ed, delivered in partnership with Watford Football Club. These resources help pupils develop confidence, resilience, and independence as they prepare for the next stage of their education.

Through careful planning, close communication with families and other settings, and personalised transition arrangements where needed, we strive to ensure that every child feels supported, prepared, and confident as they move through each stage of their educational journey.

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

The school is committed to ensuring that resources are allocated fairly and effectively to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). Decisions regarding SEND funding and resource allocation are made by the Headteacher and Governing Body, with support and guidance from the SENCO. Resources are carefully targeted according to individual levels of need to ensure that pupils receive appropriate support and are able to make good progress.



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The school receives a notional SEND budget as part of its overall funding allocation. This funding is used to provide additional support for pupils with SEND, including the employment of Teaching Assistants, the delivery of targeted interventions, specialist staff training, and the purchase of resources and equipment designed to support pupils' learning, communication, sensory, physical, emotional, and social needs.

Support is allocated according to the assessed needs of individual pupils and may include additional adult support, specialist interventions, adapted resources, therapeutic provision, or access to specialist advice and services. Funding is also used to support identified groups of pupils, including those who may be eligible for additional funding streams such as Pupil Premium.

For pupils whose needs are more significant and require provision beyond the support ordinarily available within school, additional funding may be sought from the Local Authority. Where a pupil has an Education, Health and Care Plan (EHCP), the level of need is assessed through the statutory assessment process and, where appropriate, additional funding may be allocated to help the school provide the provision specified within the plan.

If a child's needs exceed the nationally prescribed funding threshold, the school may apply for Local High Needs Funding (LHNF), sometimes referred to as top-up funding. This additional funding helps schools provide enhanced levels of support for pupils with more complex needs. Parents' permission is always sought before an application for Local High Needs Funding is made.

In exceptional circumstances, the school may also apply for additional funding through other Local Authority processes, such as Focused Intervention Funding, where a pupil's needs require further support beyond the resources already available within school.

For families who are supported through a Families First Assessment (FFA) and Team Around the Family (TAF) process, there may be opportunities to access additional funding through Personalised Commissioning. This funding can be used to support agreed outcomes for children and families and is considered through the TAF process in partnership with relevant professionals.

The effectiveness of all SEND provision is regularly monitored and reviewed to ensure that resources are being used efficiently and that support remains appropriate to each child's changing needs. Through careful planning and ongoing evaluation, the school seeks to ensure that every pupil receives the support and opportunities necessary to achieve their full potential.

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

The decision about the type and level of support a child receives is made through a collaborative process involving key members of staff, including the class teacher, SENCO, and, where appropriate, the Headteacher, alongside parents and the child themselves. Careful consideration is given to the child's individual strengths, needs, barriers to learning, stage of development, and personal aspirations to ensure that the support provided is appropriate, effective, and proportionate.

When a concern is identified, a detailed analysis of the child's needs is undertaken. This process includes reviewing assessment information, considering the views of parents and carers, gathering the child's own views, and discussing observations and outcomes with the class teacher. Together, this information helps determine the most appropriate provision available within the school's graduated approach to SEND support.

The majority of support is provided through high-quality, inclusive classroom teaching. This may include adapted teaching approaches, targeted scaffolding, additional resources, structured feedback, and support from the class teacher, teaching assistants, and peers. Research demonstrates that high-quality classroom support, effective feedback, and opportunities for peer learning can have a significant positive impact on pupil progress and attainment.



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The school carefully considers the level of adult support provided to ensure that pupils develop confidence, resilience, and independence. Research has shown that excessive one-to-one adult support can, in some circumstances, reduce opportunities for independence and create reliance on adult assistance. For this reason, support is planned thoughtfully to enable pupils to develop their skills and participate as independently as possible within the classroom environment.

Where additional interventions are considered necessary, these are selected based on the child's identified needs and desired outcomes. Interventions are overseen by the class teacher and monitored regularly to ensure they are having a positive impact. Typically, targeted interventions are delivered for a defined period, usually between one and two terms, with a clear focus on addressing specific barriers to learning, accelerating progress, and closing identified gaps. The emphasis is on early identification and timely support to minimise the need for long-term intervention wherever possible.

Once support has been put in place, its effectiveness is carefully monitored through ongoing assessment, observation, and review. Regular discussions take place between staff, parents, and, where appropriate, the child to evaluate progress and determine whether any changes are needed. Provision may be increased, adapted, reduced, or discontinued depending on the impact of the support and the child's evolving needs.

Through this graduated and responsive approach, we ensure that every child receives the right level of support at the right time, enabling them to make progress, achieve positive outcomes, and develop increasing independence in their learning.

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 disabilities?

The school's SEND Information Report forms part of a wider network of support available to children and young people with Special Educational Needs and Disabilities (SEND) and their families. In addition to the information provided by the school, Hertfordshire County Council publishes a comprehensive Local Offer which provides details of the services, support, resources, and provision available across the county.

The Hertfordshire Local Offer has been developed to help children, young people, parents, carers, and professionals access clear and up-to-date information about support available for SEND. It includes information about education, health services, social care, specialist provision, therapies, support groups, leisure activities, transport, preparing for adulthood, and advice for families navigating SEND processes and services.

The Local Offer enables families to explore the range of services available within Hertfordshire and provides guidance on accessing support, understanding statutory processes such as Education, Health and Care Plans (EHCPs), and finding local organisations that can offer advice and assistance.

Further information about SEND services and provision available through Hertfordshire County Council can be accessed through the Hertfordshire Local Offer. [The Hertfordshire SEND Local Offer](#) Parents and carers are encouraged to explore the Local Offer alongside the school's SEND Information Report to gain a full understanding of the support available both within school and across the wider community.

The school's SEND Offer is one part of this broader picture and outlines the specific provision, support, and approaches available within our setting. Together, the School Offer and the Hertfordshire Local Offer provide a comprehensive overview of how children and young people with SEND can be supported to achieve positive outcomes and reach their full potential.

Further information can be found through the Hertfordshire Local Offer and Hertfordshire County Council SEND webpages, links to which are available on the school website.



17. What should I do if I am not happy with the support my child is receiving?

We are committed to working in partnership with parents and carers and encourage open communication regarding any concerns about a child's education, wellbeing, or SEND provision. If you are concerned about the support your child is receiving, we encourage you to discuss your concerns with us as soon as possible so that we can work together to find a positive resolution.

In the first instance, parents and carers should contact their child's class teacher to discuss any concerns. The class teacher will be able to explain the support currently in place, review any issues that have been raised, and work collaboratively with you to identify any necessary adjustments or next steps. Many concerns can be resolved through these early discussions and ongoing communication between home and school.

If you feel that your concerns have not been fully addressed, or if you would like further advice, you may contact the SENCO or Deputy SENDCo. They will be happy to meet with you to discuss your child's needs, review the support being provided, and consider any additional actions that may be appropriate.

Should concerns remain unresolved, parents and carers may refer to the school's Complaints Procedure, which is available on the school website or from the school office. The Complaints Procedure outlines the formal steps that can be followed to ensure concerns are considered fairly and thoroughly.

For children who have an Education, Health and Care Plan (EHCP), parents and carers who have concerns about the support provided or the management of the EHCP by the Local Authority can access independent advice and support services. These services can provide guidance on SEND processes, parental rights, mediation, and dispute resolution where appropriate.

We value the views of parents and carers and are committed to listening carefully to concerns, responding promptly, and working collaboratively to ensure that every child receives the support they need to achieve positive outcomes and thrive within our school community.



St. John's Church of England VA Primary School

Ordinarily Available Provision (Quality First Teaching) *Universal Provision	SEN Support *Targeted Provision	Education, Health and Care Plans (EHCP) / Specialist Provision *Statutory Provision



At our school, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have access to high-quality teaching and an inclusive learning environment. This is achieved through a range of ordinarily available provision, embedded within everyday classroom practice and aligned with the graduated approach (Assess–Plan–Do–Review).

1. High-Quality Adaptive Teaching

Teaching is carefully adapted to meet the diverse needs of all learners:

- Adaptive curriculum planning, delivery, and expected outcomes
- A broad, balanced, and inclusive curriculum
- Flexible pacing to support individual learning needs
- Differentiated and targeted questioning
- Clear learning intentions and success criteria shared with all pupils
- Use of scaffolds, including writing frames, mind maps, and structured support
- Guided reading and writing sessions to support skill development
- Differentiated home learning opportunities

Where a pupil is identified as having Special Educational Needs and Disabilities (SEND) that require support beyond ordinarily available provision, they are placed on the SEN register and provided with targeted support. This support is delivered in line with the graduated approach: **Assess – Plan – Do – Review**, ensuring that provision is responsive, personalised, and regularly evaluated.

1. Assess

A clear understanding of the pupil's needs is developed through:

- Ongoing teacher assessment and monitoring of progress
- Use of screening and diagnostic tools where appropriate
- Discussions with parents/carers to gather a holistic view of the child
- Pupil voice to understand individual strengths, needs, and aspirations
- Advice from external professionals where necessary (e.g. Speech and Language Therapy, Educational Psychology)

2. Plan

Targeted support is carefully planned to address identified needs:

For a small number of pupils with more complex or significant needs, additional support may be required through an Education, Health and Care Plan (EHCP). These pupils require provision and resources that go beyond SEN Support and are delivered in accordance with their statutory plan.

1. Statutory Provision

An EHCP outlines the pupil's individual strengths, needs, and the provision required to support them. At our school:

- We implement all provision specified in Section F of the EHCP
- Provision is highly personalised and tailored to meet individual needs
- Outcomes are clearly defined and linked to long-term aspirations
- Support may include specialist teaching, therapies, and additional adult support

2. Assess – Plan – Do – Review

Provision for pupils with an EHCP continues to follow the graduated approach:

- **Assess:** Ongoing assessment of progress, needs, and barriers to learning



2. Communication and Interaction

We create communication-friendly environments that support understanding and expression:

- Use of visual timetables (e.g. Communication in Print)
- Visual aids, modelling, and interactive displays to reinforce learning
- Makaton signing where appropriate
- Communication-friendly classroom environments
- WellComm screening to identify and support speech and language needs
- Structured opportunities for talk, including carefully considered talk partners
- Thinking time provided to support processing and responses

3. Cognition and Learning Support

A range of strategies and resources are used to support access to learning:

- Multisensory teaching approaches (visual, auditory, kinaesthetic)
- Access to practical and table-based resources (e.g. number lines, rulers, high-frequency word mats, phonics materials such as Monster Phonics)

- Individual Provision Maps (IPMs) or SEN Support Plans outlining specific outcomes and strategies
- Clearly defined, measurable targets aligned with pupil needs
- Identification of appropriate interventions and support strategies
- Collaboration with parents/carers and pupils to agree outcomes and approaches

3. Do

Provision is implemented through a combination of in-class support and targeted interventions:

- Evidence-based small group or individual interventions
- Additional adult support to scaffold learning and promote independence
- Adapted resources and teaching strategies tailored to individual needs
- Pre- and post-teaching to support access to the curriculum
- Targeted support for communication, cognition and learning, and SEMH needs
- Opportunities to generalise skills learned in interventions into the classroom

4. Review

- **Plan:** Individualised planning based on EHCP outcomes and professional advice
- **Do:** Delivery of targeted and specialist interventions, alongside inclusive classroom practice
- **Review:** Regular monitoring and adaptation of provision to ensure impact

3. Specialist Support and Intervention

Pupils with EHCPs may receive:

- Highly structured and individualised support programmes
- Specialist interventions delivered by trained staff
- Support from external professionals (e.g. Educational Psychology, Speech and Language Therapy, Occupational Therapy)
- Personalised timetables or curriculum adaptations where appropriate
- Access to specialist resources and equipment

4. Adult Support

- Additional adult support is provided where specified in the EHCP
- Adults facilitate access to learning, promote independence, and support social and emotional development



• Use of coloured overlays, reading strips, and adapted paper where needed • Support from teachers and teaching assistants during independent learning (to scaffold learning, not replace teacher input) • Opportunities for peer and self-assessment to promote independence 4. Social, Emotional and Mental Health (SEMH) We promote positive wellbeing and behaviour across the school: • Whole-school behaviour policy consistently applied • School Golden Rules and learning powers embedded in daily practice • Growth mindset approach promoted across the school • Brain breaks and mindfulness strategies incorporated into the school day 5. Inclusive Learning Environment We ensure classrooms are arranged to maximise engagement and accessibility: • Careful consideration of seating arrangements • Use of engaging and informative displays to support independence and reinforce learning	The impact of provision is regularly monitored and evaluated: • Termly review of targets and progress against outcomes • Ongoing assessment by class teachers, supported by the SENCo • Evaluation of intervention effectiveness and adjustment where needed • Regular communication with parents/carers to share progress and next steps • Pupil involvement in reviewing their own progress and setting new targets 5. Working with Specialists Where required, we seek additional advice and support from external agencies to enhance provision: • Implementation of recommendations from professionals • Multi-agency collaboration to ensure a coordinated approach • Staff training to support specific needs identified 6. Record Keeping and Monitoring • The SENCo maintains an up-to-date SEND register • Provision and progress are tracked and monitored across the school	• Support is carefully monitored to ensure it enhances, rather than replaces, high-quality teaching 5. Annual Reviews • EHCPs are formally reviewed at least annually, in partnership with parents/carers, the pupil, and relevant professionals • Reviews evaluate progress towards outcomes and the effectiveness of provision • Recommendations are made to the local authority regarding any amendments required • Interim reviews may take place if needs change significantly 6. Partnership with Parents, Pupils and Professionals We place strong emphasis on collaborative working: • Parents/carers are fully involved in planning, reviewing, and decision-making • Pupil voice is central to the process, ensuring their views and aspirations are reflected • Multi-agency working ensures a coordinated and holistic approach to meeting needs 7. Inclusive Ethos
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• Consistent classroom routines to support predictability and security 6. Partnership with Parents and Carers We value strong collaboration with families to support pupil progress: • Regular parent consultations and written reports • Parent workshops and open evenings • Ongoing communication to share strategies and progress 7. Transition Support We recognise the importance of effective transition and provide structured support at key points: • Transition arrangements into EYFS, from EYFS to Year 1, between year groups, and from Year 6 to Year 7 • Information sharing between staff, settings, and parents to ensure continuity • Additional transition support where needed for pupils with SEND	• Records are used to inform planning, review, and decision-making	Pupils with EHCPs are fully included in all aspects of school life: • Access to a broad and balanced curriculum, with appropriate adaptations • Opportunities to participate in clubs, trips, and enrichment activities • Support to develop independence, confidence, and resilience
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