



Report owned by SIMCE
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St. Andrew’s Church of England VC SEND Information report

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

If you don’t publish your SEND policy on your website: <https://standrews323.herts.sch.uk/our-school/send/>

You can also ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

Our school provides for pupils with the following needs. This is not exhaustive:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, dysgraphia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Our special educational needs co-ordinator, or SENCO

Our SENCO is Hannah Bailey.

She took on this role in September 2024 and has worked in St Andrew's as a teacher since 2013. She is a qualified teacher. She achieved the National Award in Special Education Needs Co-ordination in July 2024.

She is allocated 3 days a week to manage SEN provision.

Our inclusion needs co-ordinator, or INCO

Our INCO is Elaine Sutcliffe.

She has many years of experience in this role and has also classroom LSA responsibilities. She helps to deliver cognition and learning and SEMH interventions.

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Your child's teacher can be contacted at the beginning and end of the school day to arrange a meeting at a mutually convenient time or by emailing the school office:

admin@standrews323.herts.sch.uk

If your child's teacher uses Class Dojo, this can be used to book a meeting also.

The class teacher will pass the message on to our SENCO, Hannah Muncey, who will be in touch to discuss your concerns.

The Class Teacher and/or SENCO will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we all decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How does the school know if the children need extra help?

Individual children's needs are identified and tested by the school in different ways. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Progress is significantly below that of children at the same age.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (e.g., GP or school nurse).
- Information is provided from the previous setting (e.g., pre-school). If you have concerns about your child then you can make an appointment with the class teacher to discuss them. If appropriate the concern can then be shared with the Special Educational Needs Co-ordinator (SENCO) – Mrs Davey. Discussions can then take place to decide the best way forward for your child.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists

- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

How will the school staff support my child?

- Support will begin with Quality First Teaching which means providing high quality education on a daily basis for all children, including adapting the curriculum to meet individual needs. This could include a SEN Support Plan which would be agreed with parents and provide specific targets.
 - Support could include small group or one to one support with a Teaching Assistant or member of the SEND team. This would be targeted to specific needs depending on the area of concern
 - If needed specialist outside support will be requested to help determine next steps and identify specific needs.

How will both you and I know how my child is doing?

We support and involve parents in their child's learning both formally and informally and this may include:-

- Our open door policy which means parents can speak to staff face to face or on the phone when available. Please understand that this might not be possible first thing in the morning.
- Parents' Evenings when progress will be discussed. SEND parent appointments are also available.
- New to Year group meetings where information on learning and expectations is provided.
- Review meetings with parents to discuss the SEN Support Plan and agree next steps.
- Annual reports written by the class teacher.
- Meetings with outside agencies as appropriate.

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

Support is provided in a graduated approach depending on your child's needs.

- Quality First Teaching every day in the classroom will be differentiated to meet all children's needs, including those with special educational needs and disability.
- Small group or one to one intervention by a Teaching Assistant may be provided to meet specific targets and needs.
- Your child's progress will be monitored by all staff involved and a SEN Support Plan (APDR) written and reviewed with parents as needed.
- Specialist outside support will be requested to help determine next steps and identify specific needs as needed. Progress and provision will be coordinated between all parties involved.
- An application for a statutory assessment of special educational need - an Educational Health and Care Plan (EHP) could be made if appropriate. **These are in very rare cases and not many are given across the county.**

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

We recognise that some children may have additional emotional and social needs that need to be considered. We offer a range of opportunities for your child to explore these areas including:-

- An open policy where your child is encouraged to talk to staff about concerns, ideas, feelings and achievements.
- Structured PHSE lessons
- Friendship groups

- Pupil voice discussions and surveys, listening to your child's views and feelings.
- School Collective Worship where moral and social issues are explored.
- School House Meetings provide an opportunity for your child to express ideas and concerns.
- Small group or one to one intervention could be targeted to your child's needs as appropriate.
- Support from an external agency such as Family Support Worker.

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

The school works closely with a variety of outside agencies to support the needs of children, for example the Speech and Language Service, the ISL Educational Psychologist and the Communication and Disorders Team. We also work with Virtual Schools to ensure the best outcomes for the Children Looked After in our school.

What training have the staff supporting children with SEND, had or are having?

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

The school provides training and support to enable all staff to deliver quality teaching for all children, including those with SEND. This includes whole school training on SEND issues. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class. Staff members have received training related to the following areas of SEND:-

- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional and mental health needs.
- How to support pupils with speech and language difficulties.
- How to support children with specific learning difficulties, including dyslexia.
- How to support children with ADHD.
- How to support children with medical issues. As part of the local SEND cluster group all members have access to up to date and relevant training related to SEND in order to support the needs of the children.

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

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and individual areas of need.
- If your child has a SEN Support Plan (APDR), you will be invited to meet with the SENCO and class teacher to discuss this and how you can help at home.
- If outside agencies, including the Educational Psychologist and Speech Therapist, are involved, suggestions are usually provided by them for help at home.
- We may be able to recommend parenting courses/advice through our local Children's Centre.

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

Parents and carers have the opportunity to be involved in planning their child's education in a variety of ways including:-

- SEN Support Plan (APDR) meetings as appropriate.
- Parent Teacher consultation meetings
- Referrals to outside agencies.

The School's Autism Approach

All staff have received Tier 2 Autism Training and new staff will receive Tier 1 Training as part of their induction. The school's ASD lead is Mrs Sutcliffe who has a BPil degree in Special Education in Childhood Autism. We use a range of strategies to support our pupils with ASD, including provision for their sensory and communication needs. They have access to our sensory room 'the cloud' and 'Lego club'

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

The individual needs of all the pupils are taken into account in the planning of outside activities and trips. Appropriate provision and reasonable adjustments will be made where necessary. Medical support will be put in place where appropriate and in some instances parents/carers may be invited to accompany their child on school trips.

How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010. Please refer to the School Accessibility Plan and equality scheme for more information. Some features available to promote access to school environment include:

- Disabled access/toilets
- Disabled space in car park
- Ramp to main entrance
- Appropriate equipment, aids and resources provided for children with disabilities.

Who can I contact for further information?

If you have queries, please contact the school office in the first instance to make an appointment to speak with the class teacher or the SENCO. Whilst we hope that any complaint can be resolved in school, our complaints procedure sets out the steps to follow should you be unhappy with the response you receive.

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

We will input a range of strategies to help your child in transition including:-

- A transition programme for nursery and reception children, including home visits, pre-school visits and stay and play sessions.
- New to Year group meetings for parents/carers.
- Planning meetings will take place between the previous and the new teachers – including our Year 6 teachers and secondary school teachers.
- Open Evening and general transition sessions in the Summer term.
- Individual transition arrangements for specific pupils as appropriate. If your child is moving to another school we will contact the school SENCO to ensure that they know about any special arrangements that needs to be made for your child. Where possible a planning meeting will take place with the SENCO from the new school and we will make sure all records about your child are passed on as soon as possible.

How are the schools' resources allocated and matched to children's special educational needs?

The budget for SEND is decided by the Head Teacher and Governing body. Within the budgetary constraints, support is allocated according to the level of need of the child. In exceptional circumstances additional funding can be applied for (Local High Needs Funding) for individual children.

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

The class teacher, parents, SENCO, Head Teacher, outside agencies and other staff will hold discussions to decide what is appropriate. There is careful monitoring of support to ensure development of the children as an independent learner.

Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEND on its website at:-

www.hertsdirect.org/localoffer. See Local Offer regs and guidance in the Code Chapter 4.