



Report owned by SIMCE
Reviewed: Spring 2026
To be reviewed: Spring 2027

St. Andrew's Church of England VC SEND Information report

Dear Parents and Carers,

This report explains how we support children with Special Educational Needs and Disabilities (SEND) at St. Andrew's. It outlines how we identify needs, what support we provide, and how we work together with families.

This report is written in line with:

- I. The SEND Code of Practice (2015)
- II. The Equality Act (2010)
- III. Hertfordshire's Ordinarily Available Provision
- IV. Our school SEND Policy (available on our website: <https://standrews323.herts.sch.uk/our-school/send/>)

1. Our Inclusive Ethos and Legal Duties

At St. Andrew's, every child is entitled to a broad and balanced curriculum and to feel valued, included and supported.

We support pupils across the four areas of need identified in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

A medical diagnosis is not required for a child to receive SEND support.

Some children may have a disability under the Equality Act (2010) but not have SEN. We make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

We also publish and review an Accessibility Plan which sets out how we:

- Improve access to the curriculum
- Improve the physical environment
- Improve access to information

2. Leadership and Accountability

SENCO: Mrs Hannah Bailey

- Qualified teacher
- National Award for SEN Coordination (2024)
- Allocated 2.5 days per week to lead SEND

INCO and ASD Lead: Mrs Elaine Sutcliffe

- BPhil in Special Education (Childhood Autism)
- Delivers cognition, learning and SEMH interventions

The governing body has a statutory duty to monitor SEND provision and receives regular updates from the SENCO.

The impact of SEND provision is reviewed through:

- Termly pupil progress meetings
- Intervention impact analysis
- Provision mapping

3. Identifying SEND

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code of Practice, 2015).

We identify needs through:

- Ongoing teacher assessment
- Monitoring academic and social progress
- Observations in class and at unstructured times
- Discussions with parents and pupils
- Comparison with age-related expectations
- Advice from external professionals where appropriate, which may include:
 - Speech and Language Therapists
 - Educational Psychologists
 - Occupational Therapists
 - School Nurse
 - CAMHS
 - Local Authority advisory services

If SEND support is required:

- Parents are formally notified
- The child is added to the SEND register
- A SEN Support Plan is created

4. The Graduated Approach (Assess- Plan- Do- Review)

We follow the graduated approach:

- Assess- Identify needs and establish a baseline

- Plan- Agree outcomes and support
- Do- Implement the support
- Review- Evaluate impact and adjust provision

This cycle is ongoing.

If a child makes sustained progress, they may no longer require SEN Support. For others, support is refined and adjusted.

5. High Quality Teaching (Ordinarily Available Provision)

High-quality teaching, adapted for individual pupils, is the first step in responding to SEND.

Class teachers are responsible and accountable for the progress of all pupils in their class.

Adaptations may include:

- Differentiated and scaffolded tasks
- Pre-teaching and overlearning
- Visual supports
- Alternative recording methods (e.g. Talk-to-Text)
- Flexible seating and sensory adjustments
- Targeted small group or 1:1 support

Most SEND provision is funded through the school's notional SEND budget in line with Hertfordshire's Ordinarily Available Provision. Where needs are complex and long-term, the school may apply for High Needs Funding.

6. Targeted and Specialist Provision

Provision is individualised and based on need, not diagnosis.

Broad Area 1: Communication and Interaction

Support may include:

- Speech and Language
- WellComm assessments
- Programmes delivered following Speech and Language advice
- Makaton-trained staff
- TEACCH strategies
- Language-rich classroom practice
- Social Communication
- Social communication groups
- Lego Club
- Comic strip conversations
- Personalised social stories
- Buddy systems and structured talk partners
- Visual and Communication Supports
- Visual timetables
- Now and Next boards
- Task planners

- iPads and Chromebooks to support communication

Broad Area 2: Cognition and Learning

Literacy Support

- Little Wandle (Catch Up/Keep Up)
- Rapid Reading
- Project X Code
- Toe by Toe
- Literacy Gold
- Precision Teaching
- Dyslexia screening tools
- Touch typing programmes
- Coloured overlays and reading rulers

Mathematics Support

- Small group maths interventions
- Numicon
- Max's Marvellous Maths
- Number Stacks
- Numbots
- Times Table Rock Stars
- Concrete manipulatives

Classroom Adaptations

- Adapted curriculum
- Modified resources
- Pre-learning and overlearning
- Alternative assessment methods
- Support for developing metacognitive skills

Broad Area 3: Social, Emotional and Mental Health (SEMH)

Emotional Wellbeing

- Access to The Cloud (sensory/quiet room)
- ELSA support
- Zones of Regulation
- NESSie programme
- Emotion coaching
- Talk Time
- Meet and greet
- Sensory circuits and movement breaks
- Flexible seating

Behaviour Support

- Therapeutic Thinking approach

- Individual Behaviour Plans
- Attachment and trauma-informed practice
- Referral to Rivers ESC where appropriate
- Structured Support
- Peer mentoring
- Named adult support at lunchtime
- Enhanced transition support (e.g. Year 6 transition visits and photo books)

Broad Area 4: Sensory and/or Physical Needs

Sensory Support

- Sensory audits
- Environmental adjustments
- Flexible seating
- Visual supports

Medical and Physical Support

- Specialist equipment (e.g. hearing aids, adapted seating)
- Individual Healthcare Plans
- Staff trained in life-saving interventions
- Liaison with medical professionals
- Support with personal care
- Risk assessments for trips and activities
- Forest School first aid trained staff

7. Working with Parents

We value parents as partners.

You will meet with your child's teacher at least three times per year to:

- Set outcomes
- Review progress
- Agree support
- Clarify home–school roles

If concerns arise between meetings, you can contact your child's teacher via:

- School office (01920 870097)
- admin@standrews323.herts.sch.uk
- Class Dojo (where used)

8. Pupil Voice

Children are encouraged to share their views through:

- Meetings
- Surveys

- “This is Me” profiles
- Discussions with trusted adults

Support is adapted according to age and communication needs.

9. Inclusion and Equal Access

All pupils are included in:

- School trips
- Residential visits
- Extra-curricular clubs
- Sports day and performances

We do not exclude pupils due to SEND or disability. Reasonable adjustments are made wherever possible.

10. Training and Expertise

Staff receive ongoing training in:

- Autism
- SEMH and attachment
- Speech and language
- Specific learning difficulties
- ADHD
- Medical needs

Staff access local SEND cluster training and specialist advice.

11. Looked After and Previously Looked After Children

Mrs Bailey is also the Designated Teacher for Looked After Children.

Personal Education Plans (PEPs), SEN Support Plans and EHC Plans are aligned to ensure joined-up provision.

12. Evaluating Impact

We evaluate SEND provision through:

- Termly progress reviews
- Intervention impact assessments
- Provision mapping
- Annual reviews for pupils with EHC Plans
- Pupil voice feedback

13. Transitions

We implement transition strategies including:

- Nursery and Reception visits
- Parent information sessions
- Planning meetings between teachers
- Secondary transition meetings
- Enhanced transition support for specific pupils
- Records are shared promptly with receiving schools

14. Supporting Families

Further information is available through:

- Hertfordshire Local Offer
- SENDIASS

Local and national charities

To see what support is available to you locally, have a look at Hertfordshire's local offer.

Hertfordshire publishes information about the local offer on their website:

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

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be accessed here: <https://www.hertssendiass.org.uk/home.aspx>

Local charities that offer information and support to families of children with SEN are:

ADD-vance- <https://www.add-vance.org/>

Angels- <https://angelsupportgroup.org.uk/>

Carers in Herts- <https://www.carersinherts.org.uk/>

Families in Focus- <https://www.familiesinfocus.co.uk/>

Space (including Space Lending Space)- <https://spaceherts.org.uk/>

Up on Downs- <http://www.upondowns.com/>

DS Achieve- <https://dsachieve.org/>

Sibs- <https://www.sibs.org.uk/>

National charities that offer information and support to families of children with SEN are:

IPSEA- <https://www.ipsea.org.uk/>

SEND Family Support- <https://sendfs.co.uk/>

NSPCC- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

Family Action- <https://family-action.org.uk/our-work-impact/>

Special Needs Jungle- <https://www.specialneedsjungle.com/>

15. Complaints

If you have concerns, please contact your child's class teacher in the first instance. Our complaints procedure is available on the school website: <https://standrews323.herts.sch.uk/our-school/policies/>