



Statement owned by SIMCE

Reviewed: Spring 2025

To be reviewed: Spring 2026

## St. Andrew's Church of England VC Primary School Offer

### Special Educational Needs and Disability (SEND)

St. Andrew's School is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all of our children. We work in support of Hertfordshire Local Offer for SEN children.

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

Intervention
<p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Lego Club</li> <li>• Learning Support Assistants to support / enhance self – esteem</li> <li>• Sharing reading with other year groups</li> <li>• Personalised social stories (to support behaviour and changing environments)</li> </ul>
<p><b>Access to a supportive environment – Computing facilities/equipment/resources (inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• Access to I.T. software ( Purplemash, Numbots, etc )</li> <li>• Specialist equipment to aid physical needs (e.g. portable hearing aids, specialist seats)</li> <li>• Visual timetables</li> <li>• Access to school iPads and Chromebooks</li> <li>• Visualisers and smartboards in all classrooms</li> <li>• Specialist equipment to access the curriculum</li> <li>• Pre- teaching and review of strategies and vocabulary</li> <li>• Talk to Text applications on the Chromebooks and iPads</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• WellComm Speech and Language assessments</li> <li>• Interventions from Speech and Language Therapist</li> <li>• In-class support from teaching staff for recommended speech and language strategies</li> <li>• Member of staff trained in Makaton</li> </ul>
<p><b>Mentoring activities</b></p> <ul style="list-style-type: none"> <li>• Regular meetings offered with SEN team</li> <li>• Buddy systems</li> <li>• Use of talk partners</li> <li>• Use of peer work (e.g. for shared writing activities, modelling work)</li> <li>• SENCo/INCo support for children through group activities</li> </ul>
<p><b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b></p> <ul style="list-style-type: none"> <li>• Use of sensory / quiet room, 'The Cloud' for all who may need it</li> <li>• Use of sensory equipment within The Cloud to help promote relaxation and well being</li> <li>• Emotional regulation approaches- ELSA, Zones of Regulation, NESSie</li> <li>• Meet and greet at start of day for children experiencing emotional or physical needs</li> <li>• One-to-one support with same member of staff for children with exceptional needs</li> <li>• Referrals to Mental Health Support services</li> <li>• In- school active listening (Talk Time)</li> <li>• Home/school communication books</li> <li>• Early Help Module and Family First Assessment</li> <li>• Boxall profile assessment to provide targets</li> </ul>

- ELSA trained staff member

#### **Strategies to support/develop English skills**

- Participation in small group for catch up literacy programmes (e.g. Write words, Project X Code, Rapid Reading, Little Wandle Catch up/ Keep up, Toe by Toe)
- Reading scheme (Big Cats)
- Small phonics intervention groups (Little Wandle Catch up/ Keep up)
- Use of Visual, Auditory and Kinaesthetic equipment to support the curriculum (e.g. word banks and displays)
- Nessy
- Touch Typing Interventions
- One-to-one support for Graduated Approach targets

#### **Strategies to support behaviour difficulties or issues**

- Use of The Cloud.
- Staff trained in Therapeutic Thinking, two members of staff are trained to a tutor-standard
- Individual Behaviour Plans created in consultation with parents/ guardians
- Social stories
- One-to-one behaviour support from all staff
- Use of School's behaviour policy
- Referral to River's ESC
- ELSA
- Lego Club
- Zones of Regulations

#### **Strategies to support/develop mathematics**

- Participation in small group for catch up maths activities
- Use of manipulative materials to support the curriculum (e.g. counting string beads, cubes)
- Small group support and tuition
- Numbots
- Times Table Rock Stars
- Numicon interventions
- Max's Marvellous Maths

#### **Provision to facilitate/support access to the curriculum**

- In class small group support
- One-to-one support or to facilitate use of modified resources
- Adapted curriculum
- Pre-learning
- Individual risk assessments carried out for specialised activities and school trips

#### **Strategies/support to develop independent learning**

- Visual timetables
- Now and Next boards
- Task planners
- Voice recorders
- Word mats
- Adapted curriculum
- Peer support
- Modified resources and use of kinaesthetic resources
- Alternative methods of recording their learning

#### **Support/supervision at unstructured times of the day including personal care**

- Social stories to support personal care/ playtime social interactions
- Support with personal care
- Pupil mentor playground support
- Providing extra structure e.g. 20:20:20
- Named teaching assistant at lunchtime to support play/interactions with others/keep safe

#### **Planning and assessment**

- Assess Plan Do Review (APDR)
- EHC plan (Statement)
- EHM for working alongside outside agencies
- Targets set following advice from outside agencies

- Regular review targets with child and parents (as required)
- Use of PIVATs5, VSEND, iAELD
- Use of Early Years and Foundation Stage (EYFS) goals
- Pupil Progress meetings termly

**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**

- Liaison with wide range of external professionals
- Regular progress meetings with parents
- Early Family Matters and Family First Assessment,
- Team Around the Family meetings (TAF)
- Support offered to parents to explain professional reports and related school provision plan
- Working alongside Attendance Improvement Officer
- Parents offered support during selection of secondary schools
- SENDIASS
- Use of Class Dojo app to communicate SEN events, liaise with parents and organise meetings.

**Access to Medical Interventions**

- Liaison with/training from external medical professionals
- Development of independent strategies for the use of self-help therapy exercises/equipment
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to advice/assessment from external school nurse
- One-to-one support from trained school staff for life-saving interventions (eg use of Epi pen, Defib machine)
- Health Care Plans created with parents and professionals where necessary
- Staff trained in life-saving interventions to support children
- Forest School first aid training

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, presently known as Top Up High Needs Funding.