



Statement owned by SIMCE

Reviewed: Spring 2026

To be reviewed: Spring 2027

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

Special Educational Needs and Disability (SEND)

This offer is written in accordance with the SEND Code of Practice (2015), the Equality Act (2010), and Hertfordshire's Ordinarily Available Provision guidance.

St. Andrew's is an inclusive school. All pupils, regardless of need or disability, are entitled to access a broad and balanced curriculum. In addition to Quality First Teaching, we offer a wide range of targeted and specialist provision to support children with SEND. We work in line with the Hertfordshire Local Offer and follow the Ordinarily Available Provision guidance: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Provision is delivered through a graduated approach (Assess–Plan–Do–Review) and may include support from external professionals. The majority of this support is provided from the school's notional SEND budget. Where needs are significant and long-term, the school may apply for additional High Needs funding.

Provision is reviewed regularly with parents and pupils through the Assess–Plan–Do–Review cycle to ensure support remains appropriate and effective. Children are supported to share their views about their learning and targets in an age-appropriate way.

The school makes reasonable adjustments in line with the Equality Act (2010) to ensure pupils with disabilities are not placed at a substantial disadvantage.

Broad Area 1: Communication and Interaction

Support for children with speech, language and communication needs, including autism.

Speech and Language Support

- WellComm speech and language assessments
- Programmes delivered following advice from Speech and Language Therapists
- In-class implementation of recommended strategies
- Member of staff trained in Makaton
- Use of the TEACCH approach where appropriate
- Language-rich classroom environments

Social Communication Support

- Social communication groups
- Lego Club
- Comic strip conversations
- Personalised social stories
- Buddy systems and structured talk partners
- Pre-teaching of vocabulary and concepts

Visual and Communication Aids

- Visual timetables
- Now and Next boards
- Task planners
- Alternative methods of recording (e.g. Talk-to-Text technology)
- Use of iPads and Chromebooks to support communication

Broad Area 2: Cognition and Learning

Support for children who learn at a different pace or have specific learning difficulties.

Literacy Support

- Small group and 1:1 catch-up programmes including:
 - Little Wandle (Catch Up/Keep Up)
 - Rapid Reading
 - Project X Code
 - Toe by Toe
 - Write Words
 - Literacy Gold
- Precision Teaching
- Touch typing interventions
- Dyslexia screening tools
- Coloured overlays and reading rulers
- Big Cats reading scheme

Mathematics Support

- Small group catch-up maths support
- Numicon interventions
- Max's Marvellous Maths
- Number Stacks
- Numbots
- Times Table Rock Stars
- Use of manipulatives (e.g. cubes, counting beads)
- Number Stacks

Classroom Adaptations

- Adapted curriculum and modified resources
- Small group in-class support
- 1:1 support for specific targets
- Pre-learning and overlearning
- Use of visual, auditory and kinaesthetic resources
- Alternative assessment methods
- Specialist equipment to access the curriculum

Developing Independent Learning

- Word mats and prompts
- Visual supports
- Voice recorders
- Structured peer support

- Support to develop metacognitive skills

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

Support for emotional wellbeing, behaviour, anxiety and mental health needs.

Emotional Wellbeing Support

- Access to our sensory/quiet room, The Cloud
- ELSA (Emotional Literacy Support Assistant)
- Zones of Regulation
- NESSie programme
- Emotion coaching
- In-school Talk Time (active listening)
- Meet and greet at the start of the day
- Movement breaks and sensory circuits
- Access to wobble cushions, weighted lap pads
- Flexible or structured seating options

Behaviour Support

- Therapeutic Thinking approach
- Individual Behaviour Plans (developed with parents)
- One-to-one behaviour support where required
- Use of the school Behaviour Policy
- Attachment and trauma-informed approaches
- Referral to Rivers ESC where appropriate

Mentoring and Structured Support

- Regular meetings with the SEN team
- Peer mentoring and buddy systems
- Structured support at unstructured times (e.g. named lunchtime adult)
- Social stories for playtime and routines
- Enhanced transition programmes (including additional visits and photo books for Year 6 pupils)

Family Support and External Services

- Referrals to Mental Health Support Services
- Referrals to Services, e.g. Speech, Language, Language and Autism Team
- Early Help Module and Family First Assessment
- Team Around the Family (TAF) meetings
- SENDIASS information for parents

Broad Area 4: Sensory and/or Physical Needs

Support for children with medical, physical or sensory needs.

Sensory Support

- Sensory audits of classrooms and routines
- Access to sensory equipment
- Flexible seating and environmental adjustments
- Visual supports throughout the school

Physical and Medical Support

- Specialist equipment (e.g. hearing aids, specialist seating)
- Individual Healthcare Plans
- Staff trained in life-saving interventions (e.g. EpiPen, defibrillator)
- Liaison and training from medical professionals
- Access to advice from the school nurse
- Support with personal care where required
- Risk assessments for trips and specialised activities
- Forest School first aid trained staff

Planning, Monitoring and Partnership with Parents

We work closely with families and professionals to ensure provision is effective.

- Assess–Plan–Do–Review cycle
- Termly pupil progress meetings
- Targets informed by external professionals where appropriate
- Use of assessment tools such as PIVATS 5, VSEND and EYFS goals
- Education, Health and Care Plans (EHCPs) where applicable
- Regular parent meetings and clear communication (including Class Dojo)
- Support for parents when choosing secondary schools
- Liaison with a wide range of external agencies