



Life in All Its Fullness – Come and See'

St Andrew's Special Needs Information Report

Written by the SENDCo in collaboration with the Headteacher, key governors and parent representatives.

Last reviewed in October 2026.

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools aim to be inclusive, with the needs of pupils with SEND being met in a mainstream setting wherever possible, if families wish this to happen. No child with SEND will be treated less favourably than their peers.

This report complies with section 69 of the Children and Families Act 2014.

For further information please see the Hertfordshire Local Offer –
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

For information for our area of Hertfordshire please see Delivering Special Needs Locally (DSPL)3
<https://www.dspl3.org.uk/>

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

At St Andrew's we are proud of our partnership with parents and carers. If you have concerns about the progress or attainment of your child, you should in the first instance, make an appointment to speak to your class teacher who will liaise with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo).

Our school's SENDCo is Mrs Julie Small. Please call the School Office on 01279 842626 if you wish to make an appointment.

The progress of our pupils is monitored regularly by class teachers and the senior leadership team, through formal and informal assessments. We know our children well and react quickly when a child's progress or development is not as expected.

We receive information from parents and carers, pupils' previous schools and pre-schools as well as various outside agencies.

Our admissions booklet enables parents to share any concerns they may have about their child and inform the school of any diagnosed or potential SEND. We have a commitment to fair access for children with disabilities. Please refer to our Admissions Policy and Accessibility Plan, both of which can be found on the school website.

2. How will the school staff support my child?

Following recent Government reviews of the SEND system, we are developing our whole-school Inclusion Strategy. This document will formalise our consistent and ambitious approach to

inclusion across the school, promoting belonging, participation and achievement for all pupils. The completed strategy will be shared with parents and carers by December 2026 and will be available on our school website.

Our class teachers provide high quality teaching and plan inclusive, quality lessons according to the specific needs of all the children in their class. Teachers ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible. This is in line with the Ordinarily Available Provision guidance from Hertfordshire (September 2025), which has been developed to support school to reflect on and strengthen their provision for all children and young people, including those with SEND.

In addition, our trained support staff can implement the teacher's modified/adapted planning to support your child where necessary, either independently or as a member of a small group.

Children who have been identified by staff as having emerging needs, are initially monitored to see how they respond to some additional short-term in-school support.

We have a range of in-school interventions, which may be used when we identify a need. **See Appendix 1.**

We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. This is known as the Assess Plan Do Review (ADPR) Cycle and enables staff, parents and pupils to revisit and refine targets to support your child's continued progress.

At school some children may also be placed on our school SEN register.

A child may be placed on the SEN register if:

- They are in receipt of an Education Health Care Plan (EHCP)
- They have a Paediatric or Educational Psychologist Diagnosis which impacts on their learning and progress and/or wellbeing over a period of time. (Private or NHS)
- They are having support from an outside agency (eg Rivers, Amwell View, County Advisory Teams)
- They have made little progress despite in-school intervention over two terms.

Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a termly anonymised report from the SENDCo on the progress of pupils with SEND. The SENDCo, also meets regularly with the Governor responsible for SEND.

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

Where appropriate, our children with Special Educational Needs will have an ISP (Individual Support Plan). The plan will set out their individual targets each term and how school and home can work collaboratively to best support the child. These are reviewed each term, in collaboration with staff, parents and the child.

Where additional guidance and support cannot reasonably be provided through services that are normally available to the school, such as the Advisory Teacher Service, it may be necessary to apply for an EHCNA (Education, Health and Care Needs Assessment).

Initially, parents, and the SENDCo make a request to the Local Authority, outlining strategies and / or targeted interventions that have previously been provided in school. The Local Authority will then review the evidence and make a decision whether to agree to the assessment or not. Once the assessment has been conducted, the Local Authority will decide whether to issue an Education Health and Care Plan (EHCP).

If agreed, the Plan is reviewed annually in close liaison with the child, parents and any outside agencies who are involved with the family.

Annual school reports and Parent/Teacher/child consultations give all parents and carers regular feedback on their child's academic progress, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. ISPs are shared with parents and children at these times.

When appropriate, parents/carers may be contacted to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

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

Through the ISP and Consultation Evenings, parents and children are given the opportunity to share their ideas on provision.

Class teachers and teaching assistants meet at least half termly with the SENDCo to discuss the specific needs of each SEND child.

Class teachers then plan carefully to ensure tasks are matched to the needs of all the children. Lessons are differentiated according to need and ability. Resources and evidence-based strategies are used to match different learning styles.

We have high expectations of all our pupils in order for them to reach their full potential. Regular assessments and observations are made to track children's progress.

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

At St Andrew's each child's overall wellbeing is of course paramount. We have kind and caring staff who develop positive relationships with all the children.

We welcome parents and their children to come and chat to us – we have an 'open door' policy.

Relevant information regarding individual children is shared with staff on duty to ensure happy play times and lunch times.

Our Special Educational Needs and/or Disability (SEND) Policy and our Pupil and Staff Wellbeing Policy, outline the steps we take as a school to support individual needs, including the social/emotional needs of the child and whether multiagency work is necessary. In line with the latest research in child development, St Andrew's follows a therapeutic and restorative view of behaviour management. Every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. Children learn to develop and understand their emotions through Positive Behaviours, and may be given additional support from a trained ELSA (Emotional Literacy Support Assistant).

We regularly monitor attendance and punctuality, support pupils returning to school after absence and take necessary action to prevent prolonged unauthorised absence.

Our children are encouraged to develop their self-esteem and social development through a broad and balanced curriculum including Relationships and Health Education, music, sport and drama. We ensure after school clubs are accessible to all.

Pupils' views are sought through a variety of methods including Pupil Parliament.

Full details of our Pupil and Staff wellbeing Policy can be found on our school website:
<https://standrews236.herts.sch.uk/parents/policies/>

6. What training do staff undertake to support children with SEND?

All staff have basic First Aid training. Where necessary, relevant staff are trained to support more complex medical needs.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Speech and Language, adaptive teaching or Social, Emotional and Mental Health difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in the school.

We welcome parents', carers' and pupil involvement in training staff so we may further understand individual needs.

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

As a result of training and experience, we have many staff who are highly skilled in a number of areas of SEND.

Following agreement with parents, it may be necessary for the SENDCo to consult with the expertise of an outside agency or agencies to further cater for a child's specific needs.

There is a huge wealth of education, health and social care advice available to the school and families. Further information can be found on the Hertfordshire's Local Offer website as well as the DSPL3 website which provides information for our area of Hertfordshire

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

<https://www.dspl3.org.uk/>

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

A chat with the class teacher is sometimes all that is needed to help parents feel at ease with supporting their child's learning at home.

Where necessary, advice can be given by the class teacher and/or SENDCo regarding home study and how this can be tailored to a child's individual needs.

The school has access to information regarding parenting workshops; it has relevant leaflets and links with agencies who offer help and advice. This information is shared with parents of SEND children via the weekly newsletter, flyers and email communication.

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

As a parent of a child with SEND, you should expect to have meetings at least twice a year with the class teacher and SENDCo to discuss the progress of your child and help plan for the coming term. In the Summer Term, you will receive your child's written school report and an opportunity to discuss this further with the SENDCo should you wish.

For children where multiple agencies are involved a Families First Assessment may be put in place and regular Team Around the Family meetings will be held to review progress discuss an action plan for the coming weeks.

Parents of SEND children who have a statutory assessment known as an EHCP (Education, Health and Care Plan) will also have annual review meetings, together with the school and any outside agencies working with the child.

If you have any other queries or concerns in the meantime, please make an appointment to come and chat to the class teacher, SENDCo or Headteacher.

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

At St Andrew's we love to go on school trips! We promote the involvement of all our learners in every aspect of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, an individual risk assessment is carried out and reasonable adjustments made. If appropriate, parents/carers are consulted in planning.

Relevant information may be shared with mid-day assistants to ensure all children have happy and inclusive playtimes.

11. How accessible is the school environment?

All Hertfordshire schools are required to comply with the Equality Act 2010.

At St Andrew's we have two main buildings on a sloping site, one of which is an old Victorian school building. Adjustments have been made to make the school as accessible as possible to wheelchair users via ramps.

Signs and stairs are highlighted and a range of equipment such as visualisers, and radio aids is used.

There are wheelchair accessible toilets in both the main school buildings.

12. Who can I contact for further information?

In the first instance, come and chat with your child's class teacher. You are also very welcome to discuss issues with the SENDCo, Julie Small or Headteacher, Mrs Caroline Dimond.

Further support can be obtained via the Special Educational Needs and Disabilities Advice and Support Service. This is an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people (0-25) and professionals.

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

At County level, a Children's Information and Advice Officer (CIAO) for East Herts can be contacted at County Hall, Hertford.

Whilst we would hope that problems may be dealt with by school staff, there is a Herts Complaints policy called "How to complain to your child's school - Information for parents" which can be found on www.thegrid.org.uk

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

The SENDCo oversees transition to and from our school of any-child with SEND.

This involves close communications with other professionals who have been, or will be directly involved with the child and the exchange of records, which may be confidential.

St Andrew's has very good relationships with local pre-schools, primary and secondary schools and we share information to support pupils' learning and well-being at transition.

Further support is sometimes necessary for some children with SEND. In such cases, an enhanced transition programme may be put in place.

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

Like all Hertfordshire mainstream schools, St Andrew's receives a budget share each year for SEND. This budget contributes to adult support, particular interventions as well as buying specific resources.

Resources are allocated to ensure needs of individual children are met within budgetary constraints.

Where individual needs are exceptional, high need funding may be applied for by the school.

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

Children with SEND at St Andrew's are supported in a variety of ways...

- The inclusive ethos of the whole school
- High quality inclusive whole class teaching
- 1:1 adult support where appropriate
- Smaller group activities
- Use of quality resources

Specific decisions are made in consultation with pupils, parents/carers and staff to ensure support is closely matched to individual needs. Our ultimate aim is for all our children to become independent and confident learners.

If you have further questions that have not been covered by these questions, the SENDCo can be contacted via email on senco@standrews236.herts.sch.uk and the Headteacher on head@standrews236.herts.sch.uk

We hope that the information given has been helpful.

You may also wish to view our SEND, Accessibility Plan and Inclusion policies, held in the POLICIES section of our website.

Appendix 1

All children- High Quality Teaching may include:		Some children – targeted support may include:	Few children – specialist support may include:
- o Differentiated curriculum planning, activities, outcomes - o Broad and balanced curriculum - o Differentiated pace - o Developing independence in learning - o Multi-sensory approaches - o Visual aids - o Kinaesthetic teaching approaches - o Opportunities for group teaching with the class teacher - o Differentiated questions - o Thinking time - o Use of writing frames / sentence starters - o Talk partners - o Developing learning powers	- o Effective use of learning assistants - o PTC'S - o Open door policy - o Pastoral support - o Effective assessment and tracking - o Whole class Guided reading - o Maths fluency - o Jigsaw - o Effective uses of ICT resources - o Teacher evaluation - o Peer evaluation - o Self evaluation - o Displays - o Inclusive access - o Positive behaviour policy - o Established routines and expectations in class and I the wider school day - o Liaison with previous CT	- o Small group teaching across the week - o Pre teaching vocabulary/concepts - o Group booster sessions - o Additional phonics - o Additional support for reading(small group/ individual - o Additional support for spellings - o Additional support for times tables - o Additional support for maths fluency - o Additional support for handwriting - o Differentiated resources - o Nessy Fingers - o Advice/ support for class teacher from SENCo - o Protective Behaviours / Social skills (small group work or individual) - o Monitoring on playground - o Further meetings with parents - o Memory Magic - o Word Aware - o Use of mind maps	- o 1:1 TA support - o Ongoing involvement with SENCo - o Individual Support Plan/ Health Care Plan/EHCP - o Regular liaison with parents supported by SENCo - o Specific programme (eg Toe by Toe, Survival Animals) - o Individual Literacy/ Numeracy programme - o Advice /Support from Behaviour Support Team - o Advice /Support from ASPECTS - o Advice /Support from Speech and Language Therapy - o Advice/Support from SpLD base - o Advice Support from Amwell View Outreach - o Advice Support from NHS/ Health - o Involvement of Intensive Family Support Team/Social Services - o Advice /Support from EP - o Risk Reduction Plan - o 1:1 Behaviour/Mental wellbeing support - o Art Therapy - o Lego Therapy - o Safe Space Counselling - o Clicker - o 20:20:20 lunchtime/ Social skills - o CAMHS - o Individual visual timetable - o Individual safe space for time out - o Sensory calming resources - o Support for SATs/ Pre Key stage standards - o Liaison with SEN team/ DSPL lead. - o Individual reward system