



# **Hertford St Andrew C of E School**

## **SEND Information Report**

**September 2024**



## **Hertford St Andrew Special Educational Needs & Disability (SEND)** **Information Report**

This report will be updated after consultation with parents, pupils, staff and governors at our school at least once a year. It complies with the SEND Code of Practice 2014.

### **SENCO contact details**

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### **The kinds of SEND that are provided for**

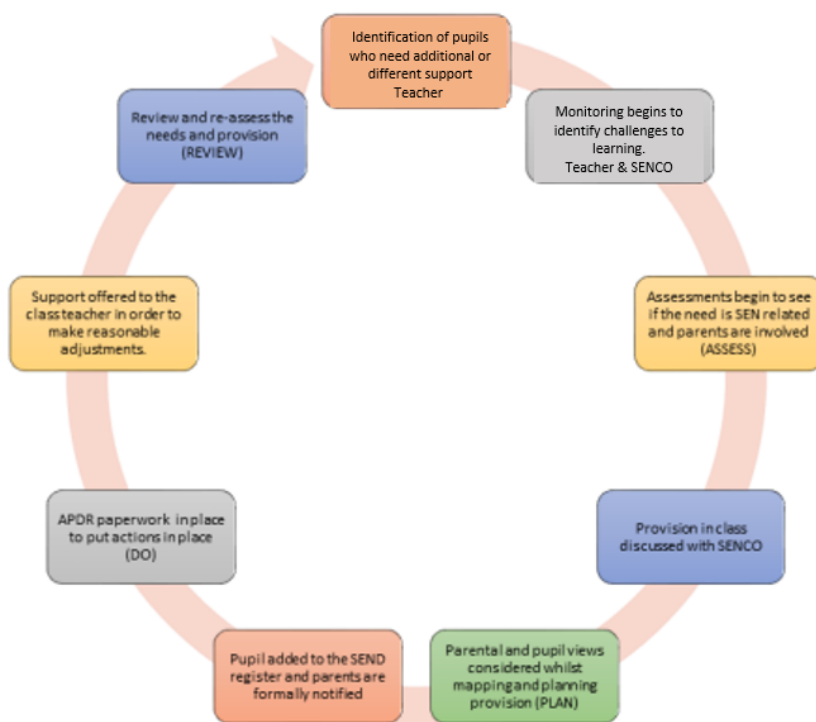
Hertford St Andrew currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Autism Spectrum Disorder, Asperger's Syndrome and speech and language difficulties.
- **Cognition and learning**, for example, Dyslexia and Dyspraxia.
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties and Epilepsy.
- **Moderate, severe or profound and multiple learning difficulties**.

## Identifying pupils with SEND and assessing their needs

At St Andrew C of E Primary School children are identified as having SEND through a variety of ways including:

- Liaison with feeder schools/nurseries
- Child performing below age expectations or not making expected progress relevant to their starting points
- Concerns raised by parents
- Concerns raised by the class teacher
- Liaison with external agencies
- Medical diagnosis



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress;

- Is significantly different to that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Widens the gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs. Not every child who is experiencing difficulties with their learning will be identified as having SEND.

Quality First teaching targeted at the areas of challenge will be put in place and the child's progress monitored over time. If progress continues to be less than expected it may be necessary to put in place additional support. At this time a thorough assessment of the pupil's needs may be necessary and a discussion will be had with the pupil, parents, class teacher and the Special Educational Needs Coordinator (SENCO) to determine a plan of action. Sometimes it might be necessary for the school's SENCO and outside professionals to be involved.

Parents who are concerned that their child may have SEND needs should in the first case talk to their child's class teacher.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We will take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

### **Assessing and reviewing pupils' progress towards outcomes**

Hertford St Andrew follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupils' needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teacher's assessments, where relevant.
- The child's development in comparison to their peers and national data.
- The views and experience of parents.
- The child's own views.
- Advice from external support services, if relevant.

All parents are encouraged to participate fully in their child's education. Parents of children with Special Educational Needs and Disabilities will always be involved with targets, reviews and consultations with outside professionals. A small percentage of pupils with more complex SEND will have an Education, Health and Care Plan (SEND Code of Practice 2014).

This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that pupils receive the provision they need and that their parents' wishes are taken in to account.

## **Preparing and supporting pupils through transition**

Although the vast majority of children look forward to moving on in life, to new school and new challenges, we recognise that for some children, transitions can be challenging. Some children may need particular help, including support from other agencies, to ensure that their transitions are as smooth as possible. Initially, Hertford St Andrew works closely with all settings in the term leading up to transition.

### **Nursery to Reception**

For nursery-aged children, their setting will complete the 'Transition Level of Need', which informs Hertford St Andrew's response. Our Early Years department contacts the nursery settings; visiting the children in that setting and/or contacting parents by telephone, to ensure all information is effectively communicated. Nursery children visit for a transition morning and extra visits can be arranged for pupils with SEND.

### **In-year transitions**

We encourage pre-transfer visits for both parents and children. The SENCO works closely with parents, previous/receiving schools and outside agencies to ensure a smooth transition and transfer of relevant information. Children with SEND are encouraged to have additional visits where needed. Once in school, a buddying system supports children to settle in and feel part of the community of Hertford St Andrew, and support from the Family Support Worker further supports the development of friendships

### **Secondary school transitions**

Strong bonds with our receiving school allows us to arrange ample visits and opportunities to meet with teachers and pupils of the receiving school. Where necessary, outside agencies also support individuals. Furthermore, the SENCO has a thorough handover of information with receiving schools, to ensure support is consistent throughout. Additional visits for children with SEND are arranged where possible.

## **Our approach to teaching pupils with SEND**

It is the class teacher's responsibility to provide Quality First Teaching for all pupils in their class, including those with SEND and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Learning is adapted to meet the needs of all pupils and next steps are identified.

### **Adaptations to the curriculum and learning environment**

Hertford St Andrew complies with the Equality Act 2010 and makes reasonable adjustments to ensure that all pupils' needs are met, for example:

- Adapting our curriculum to ensure that all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Working with other agencies**

To further support SEND provision in school we work with a number of agencies to provide support for pupils with SEN including, but not limited to

- Education Psychology
- Health, including GPs, occupational health and paediatricians
- Physiotherapists
- Occupational therapists
- Speech, Language, Communication and Autism Team
- NHS Speech and Language Services
- Specialist for Sensory and Physical Needs
- Children and Adolescent Mental Health Service (CAMHS)
- SEND/EHCP Co-ordinators

Parental consent will always be sought if it is felt that a pupil would benefit from having additional support from another agency.

All external professionals invited into the school must work within the policies, procedures and ethos of the school.

### **Expertise and training of staff**

The school provides training and support to enable all staff to improve the teaching and learning of all pupils, 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 pupils in their class. The SENCO attends regular SEND updates and has close links with a local SEND cluster. Outside agencies support school with on-going advice and recommendations.

### **Securing equipment and facilities: Storing and managing information**

All paper documents relating to pupils with SEND are stored in locked filing cabinets. Electronic files are stored securely on the school's network. These will be shared with professionals if they have been given permission by parents/carers. All records are transferred to a child's receiving school when they leave HSA.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions half-termly.
- Monitoring by the SENCO.
- Using individual provision plans to monitor progress.
- Holding annual reviews for pupils with EHC plans.

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after school clubs. School trips will be discussed with individual parents where necessary. Risk assessments will always be carried out and whenever necessary, reasonable adjustments will be made to include all children in school trips and activities outside the classroom. No pupil is ever excluded from taking part in these activities because of their SEN or disability ([see HSA equality statement](#)).

Hertford St Andrew Hertford St Andrew has an [accessibility plan](#). The accessibility plan is available to view on the school website. Every three years, this plan is reviewed, barriers are identified and plans put in place to remove them.

## **Contact details for support, further information or concerns**

In the first instance, always contact your child's class teacher. The SENCO and Head Teacher are also available to discuss concerns with parents. In addition, parents may also contact the Local Authority SEND Officer for further advice, contact details available at

### **Other support services for parents:**

[Kids Independent Support Services](#)

[Families First](#)

[Hertfordshire Additional Needs Database \(HAND\)](#)

## **Complaints about SEND provision**

Complaints about SEND provision should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school had discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **The local authority local offer**

Hertford St Andrew's contribution to the local offer can be accessed on our [website](#)

Access the authority's local offer of services and provision for children and young people with SEND [here](#).

### **Monitoring arrangements**

This information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year.

Date: September 2024

Review: September 2025