



**Hertford St Andrew C of E  
School  
SEND Information Report  
2025-2026**



*Love Learning, Aim High, Trust God*



## **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**

Joanne Marshall                      01992 583105      [senco@hertfordstandrew.herts.sch.uk](mailto:senco@hertfordstandrew.herts.sch.uk)

### **What is the SEND Information Report?**

The Children's and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. Hertfordshire publish a 'Local Offer' which lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

[The Hertfordshire SEND Local Offer](#)

### **Definition of SEND**

At different times in their school life, a child may have a special educational need.

The Code of Practice 2014 defined SEN as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty than the majority of others the same age
- Has a disability which prevents or hinders him or her from making use of the facilities generally provided for others the same age in mainstream school

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

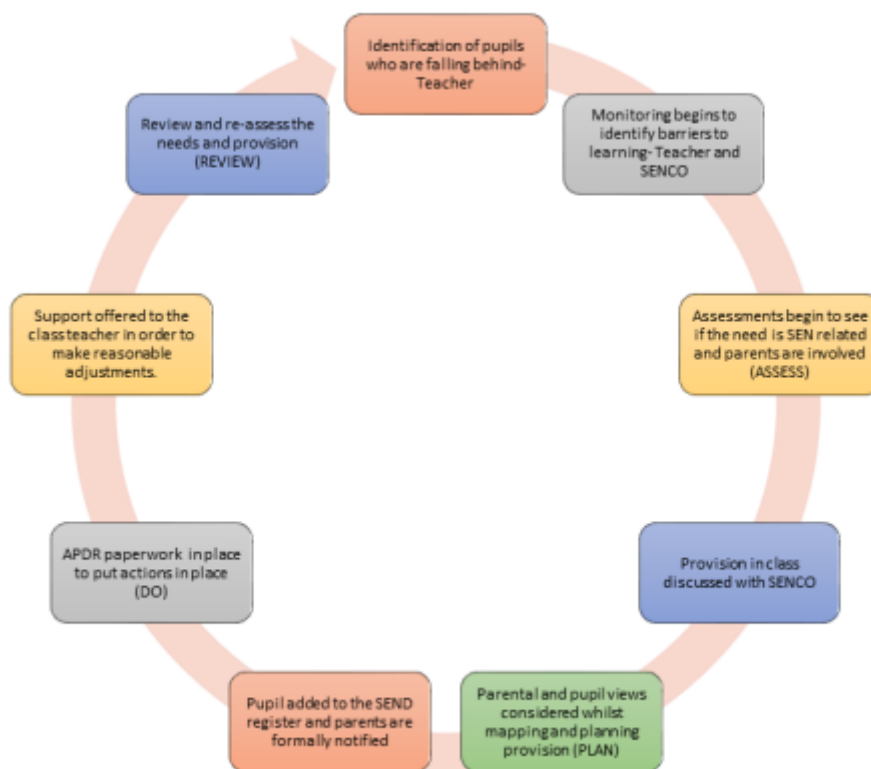
Hertford St Andrew currently provides additional and/or different provision for a range of needs, including:

- **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 diagnoses



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 slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean that a pupil is identified as having SEND.

Quality First teaching targeted at the areas of weakness 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 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**

School 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 pertaining to the child.
- Everyone is clear on the next steps.

## **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.
- The parents' 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. Parents will be consulted and their views sought in the termly Assess, Plan, Do, Review process. A few pupils and families may be part of a Common Assessment Framework (CAF) to enable all services (including parents) to together efficiently and share information. 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.

For Early Years aged children, their previous setting will complete the 'Transition Level of Need', which informs Hertford St Andrew school of existing need. Our Early Years Lead contacts the nursery settings; visits the children in that setting, and/or in the home, and/or by contacting parents by telephone, to ensure all information is effectively communicated. Nursery children visit school for a transition morning and extra visits can be arranged for pupils with SEND. A staggered start operates for the first week, to support a calm settling in period.

For 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

For 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**

High quality teaching is always adapted, personalised and responsive to the views and experiences of children and young people with SEND and improves outcomes and progress.

High quality teaching, by the class teacher, is adapted, personalised and responsive to the views and experiences of children with SEND, and improves their outcomes and progress. Class teachers 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. It may be necessary for your child to receive additional support in small groups or on a one to one basis to support any gaps in their learning. This may be delivered by the class teacher or a teaching assistant. The SENCO will provide the class teacher with advice and may suggest the involvement of outside agencies.

### **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, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's needs. Teaching assistants will also support pupils in small groups within the classroom/alternative learning spaces, in accordance with the needs of the children &/or the demands of the curriculum. Reasonable adjustments are embedded in every aspect of school life.

Here at Hertford St Andrew, we encourage the sharing of good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The environment is designed to support children with individual needs e.g. the use of natural light where possible, visually and physically calm and uncluttered spaces, a sensory corridor, as well as visual timetables and individual workstations as required.

To further support SEND provision in school we work with a number of agencies to provide support for pupils with SEN including:

- Education Psychology
- Health, including GPs, occupational health and paediatricians
- Physiotherapists
- Occupational therapists
- School Nursing service
- Speech, Language, Communication and Autism Team
- Speech and Language Services
- Visual Impairment Advisor
- Hearing Impairment Advisor
- Specific Learning Difficulties Base
- Families First
- Specialist for Sensory and Physical Needs
- Art therapy
- Children and Adolescent Mental Health Service (CAMHS)
- Social Care

Parents will always be consulted if it is felt that a pupil would benefit from having additional support from another agency.

## **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 documents relating to pupils with SEND are stored in locked filing cabinets. Only designated staff have access to these documents. These will be shared with professionals if they have been given permission by parents/carers.

## **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 maps 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.

Hertford St Andrew Hertford St Andrew has an [accessibility plan](#), which ensures

- all staff are trained on the Hertfordshire Steps approach to behaviour management, to ensure a consistent approach.
- staff are trained to support pupils with medical conditions and basic first aid.
- all staff receive training to enable them to meet the needs of children with a range of SEND.
- all children have access to school trips and extra-curricular activities.
- the site is accessible for wheelchair users: the widening of gates will enable easy access for wheelchairs, slopes will access all main entrances and that there will be sufficient space for a wheelchair to pass through the school buildings comfortably.

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.

## **Support for improving emotional and social development**

The school promotes positive relationships between parents, children and staff. All pupils, including those with SEND, are encouraged to participate in extra-curricular school clubs and special events. We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. As a school, we have a Family Support Worker who may deliver additional interventions where necessary. Other members of staff are available for pupils who wish to discuss issues and concerns. The whole school follows our comprehensive Personal, Social, Health and Citizenship Education (PSHCE) curriculum and with all stakeholders, we have developed the HSA Way: a curriculum for spiritual, behavioural and personal development. We also follow Hertfordshire STEPs which is a therapeutic approach to behaviour management. Bullying of any kind will not be tolerated.

## **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 [Developing Special Provision Locally \(DSPL\) 3](#)

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

Kids Independent Support Services – [www.kids.org.uk](http://www.kids.org.uk)

Families First -

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/familiesfirst.page?familiesfirstchannel=0>

Hertfordshire Additional Needs Database – [Herts Card - additional needs database \(previously HAND\)](#)

SENDIASS: Hertfordshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service –

<https://hertssendiass.org.uk/>

## **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 at <http://www.hertfordstandrew.herts.sch.uk/send/>

The authority's local offer of services and provision for children and young people with SEND can be accessed at [The Hertfordshire SEND Local Offer](#)

Please speak to the SENCO if you require assistance accessing information.

### **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 2025

Review: September 2026