Sandridge School

SEN

Information Report

2026-2027



An information document for parents and carers of children with special educational needs and/or disabilities (SEND) that aims to answer some commonly asked questions about SEND provision.

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How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

A pupil has SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age. (Code of Practice, 6.15)

There are different indications that a child might have a special need:

- The child has a diagnosis or a programme of support from an external agency
- Parents should check that paperwork has been copied to the school Special Educational Needs Coordinator (SENCo)
- Parents or staff consider that the child might have special educational needs
- Parents should in the first case talk to their child's class teacher; they can also arrange to speak to the SENCo (See section 12). Class teachers will meet with the SENCo at least termly to discuss children's needs. The SENCo will carry out assessments where relevant, and class teachers will feedback to parents.
- School data
- Children falling behind age related expectations are identified through pupil progress meetings which take place termly during the year. Those children will be highlighted to all adults working with them and the SENCo. Class teachers will feedback to parents.

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The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

See also the Sandridge School flow chart: 'Identifying SEND'

https://www.sandridge.herts.sch.uk/information/policies/

How will school staff support my child?

At Sandridge School, we aim to provide a 'Quality First Teaching' approach to enable all children to access the main classroom. This includes adapting and differentiating the curriculum accordingly, for example using:

- Computers, laptops, iPads as needed during lessons
- Specialist equipment to access the curriculum, e.g. writing frames, writing slopes, bespoke furniture as prescribed by external specialists
- Visual aids and props linked to tasks
- Visual timetables
- Visual behaviour charts
- Word banks
- Differentiated resources/learning activities
- A personalised curriculum where needed
- Clearly labelled resources
- A language rich environment
- Concrete apparatus in class including: 3D shapes, beads, blocks etc
- Appropriate seating plans within the classroom
- Personalised behaviour plans
- Sensory breaks and tools
- Access to the sensory room

ALL children, including those without SEND, have access to additional pastoral support and reasonable adjustments. Any additional provision will be communicated with parents/guardians.

Please see our reasonable adjustments document:

https://www.sandridge.herts.sch.uk/information/policies/





It may be that additional intervention is appropriate. This might include:

- small group or 1:1 support where needed
- pre-teaching of strategies, vocabulary or content
- referral to specialist agencies for support and advice e.g. Speech and Language, Windermere Outreach Service
- delivery of a programme following advice from a specialist agency

One Page Profiles and Support Plans

All children with special educational needs will have a one-page profile. This will detail the reasonable adjustments that will be made in the classroom to support the child to access the curriculum.

Children who have regular interventions will also have a Support Plan. This will record targets for the child, following the 'Assess, Plan, Do, Review' cycle. Support Plans will be agreed between the parents and the class teacher and will be monitored by the SENCo.

How will I know how my child is doing?



Parents are integral to shaping provision. Teachers will speak with parents of children with a Support Plan a minimum of 3 times per year. The discussions will need to allow sufficient time to explore parents' views and to plan effectively the next steps.

Parents are invited to termly SEN consultations but are encouraged to approach school with concerns as required. Additional meetings with the SENCo are also available upon request.

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

Outcomes on the Support Plan will be linked to the needs identified through discussion with pupils, parents and staff, and will be short term SMART targets (specific, measurable, attainable, realistic, time-based). When a child achieves the target then a new target will be set. This puts the child at the very centre of the Plan.

All interventions are time limited and are analysed by pupils and staff at least termly to ensure that they impact on progress for the child.



What support will there be for my child's overall well-being?

Children have regular opportunities to speak to named members of staff when they need advice, guidance or support.

Sandridge School recognises that all pupils will need high quality pastoral provision. All classes will have regular circle time, friendship groups and PSHE activities. Brain-gym, mindfulness and Zones of Regulation sessions will take place in each class.

All classes start the day with 'Mindful Mornings' which is where children are given a range of activities that are aimed at helping them settle into the day. Some examples are: playdoh, kinetic sand, colouring, building blocks, magnetic blocks and a range of STEM activities. Activities are chosen to appeal the age range and takes into account cohort specific interests so may change throughout the year.

In addition, the following support is available at Sandridge School:

- Drawing and Talking Therapy Programme
- 'Build to Express' Therapy Programme
- personalised 'social stories' for individual children
- weekly class celebration assemblies
- pupil voice interviews
- School Council
- Behaviour Policy (see website)
- effective communication between home and school
- all classes participate in the 'Daily Mile'
- play time and lunch time support where appropriate
- whole class reward systems such as marble jars
- individual house points and reward shields
- Risk Assessment Management Plans where needed
- access to Breakfast Club
- support from an NHS Mental Health Practitioner
- referral to an Educational Psychologist or other appropriate external agency

ALL children, including those without SEND, have access to additional pastoral support and reasonable adjustments. Any additional provision will be communicated with parents/guardians.



**Please also refer to our safeguarding, behaviour, anti-bullying and e-safety policies.*

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

- Speech and Language Therapist
- Collette Outreach Service
- School Nurse (can refer to different health services)
- Communication and Autism Team (CAT)
- Educational Psychologist
- Occupational Therapist
- NHS Mental Health Practitioner
- NESSie

What training have the staff supporting children and young people with SEND had or are having?

All staff are trained in First Aid and Safeguarding. There are specially trained paediatric first aiders and two designated staff (DSPs) for safeguarding concerns.

We currently have staff trained in:



- Neurodiversity
- Speech and language strategies
- Selective Mutism
- Dyscalculia programmes
- Reading interventions
- Phonics interventions
- Spelling interventions
- Behaviour plans
- Strategies to support children with ADHD
- Strategies to support children with ASD
- Mental Health first aid
- Anxiety awareness
- Lego 'Build to Express' Therapy
- Drawing and Talking Therapy
- Zones of Regulation
- Precision Monitoring
- Circle of Friends
- Protective Behaviours

Suitable training and courses are regularly identified for both teachers and support staff, tailored to the needs of the current cohort.

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

All parents at Sandridge School will receive advice and support through:

- Parents' Evenings in the Autumn and Spring terms
- Additional Parents' SEND consultations each term
- an annual report in the Summer term
- Termly curriculum letters
- Weekly homework
- Meetings with class teachers and SENCo as required
- Signposting to services and email updates

Parents of a child with a Support Plan can speak with class teachers to arrange differentiated homework where appropriate.

Support Plans will include recommendations to support the child at home and materials will be provided where appropriate. Where children are identified as possibly having SEN, parents will be contacted at the start of our 'Early Monitoring Cycles' to explain how we will be monitoring and updates given throughout.

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

- Speaking with the class teacher or SENCo before a Support Plan is put in place
- Termly discussions with class teachers to agree provision as detailed in Support Plans
- Parental agreement will be sought before referring a child to external professionals Parents/carers will then be kept informed of any outcomes of referrals
- Joint meetings with class teachers and external agencies where applicable
- Informal discussions with class teachers as required



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

Parents and/or pupils can speak with the class teacher, SENCO or SLT where there are additional concerns around access to activities or events such as Sports Day or a school trip.

This might result in:

- an individual risk assessment
- 1:1 support for the child
- an invitation for parents/carers to attend the event
- making outside agencies aware of the needs of the child

Reasonable adjustments will be made to ensure full participation and active engagement of all children.

How accessible is the school environment?

The building is wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

Please see Accessibility Plan: https://www.sandridge.herts.sch.uk/information/statutory-information/

Who can I contact for further information?

Parents may contact the class teacher by calling the school office.

In addition you are welcome to contact the SENCo:



Special Educational Needs Coordinator:

Marika Barrasso (Deputy Head/SENCo)

SENCO@sandridge.herts.sch.uk

Telephone: 01727 850576

The following local services are available and offer independent and impartial advice:

Special Educational Needs and Disabilities Information Advice Service (SENDIASS)

Email: sendiass@hertfordshire.gov.uk Telephone: 01992 555847 Monday - Thursday 9.30am - 3pm, Friday 9.30am - 2pm

Independent Parental Special Education Advice (Ipsea)

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?

On entry to EYFS:



- home visits/previous setting visits offered where required
- 'Stay and Play' sessions offered to all children new to the school
- Phased starts if required
- a visual 'My New School' booklet for all children
- additional 'Stay and Play' sessions offered to children with additional needs
- meetings with parents, class teacher and SENCo to discuss additional needs
- meetings with external agencies where applicable

Transfer between year groups:

- transition sessions for all children
- additional visits to the new classroom where appropriate
- additional time with the new teaching staff where appropriate
- visuals, such as photographs of the classroom and staff, where appropriate
- SEN/class information books follow classes through the school to ensure all information is available

Transfer to Secondary School:

- discussions between Year 6 teacher and staff from the secondary school to discuss the needs of individual children with SEND
- Year 6 transition programme for all children
- meetings with external agencies where applicable
- discussions between the secondary SENCo and Sandridge SENCo for all children with SEND
- Additional visits if required

In-Year admissions:

- discussions with parents, class teacher and SENCo to discuss additional needs
- discussions with previous school where applicable
- meetings with external agencies where applicable

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

The school has an amount identified within its overall budget called the national SEN budget.

To ensure that reasonable adjustments are made for all pupils with SEND, this may be used for:

- teaching assistant/teacher led interventions
- specialist equipment
- specialist training for school staff

Resources will be allocated according to information in Support Plans and class pupil progress meetings. It may be that a child will not receive an intervention until the next academic term.

Additional funding to support individual children in school can be applied for through the local authority (Local High Needs Funding). The SENCo may apply for this following discussion with parents.

Sometimes, an EHCP may come with funding. This is determined by the Local Authority based on a Descriptors of Need system introduced in 2022.

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

Support for children will normally be provided in the following stages:

In class support: Quality First Teaching

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN." (Code of Practice, 6.37)

Intervention

- When pupils, parents or staff have concerns that a child might have an additional need.
- When data raises concerns about a child's learning

Interventions typically last between one and two terms with the emphasis being on enabling children to access whole class learning by the end of the intervention.

Support Plans (see also section 4)

- When a child has been having an intervention for one or two cycles that has not had the desired impact.
- When a child has complex needs which require ongoing provision
- When a child has a programme from an outside agency

Pupils and parents will have an opportunity to reflect on previous provision, the current needs of the pupil and co-produce support plans.

The aim is early identification and targeted support to develop the independence of all pupils and ensure access to whole class learning.

Referrals to specialists

The SENCo makes referrals to specialists where appropriate. Specialists will not normally accept referrals unless at least one term of targeted provision has already been in place.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Hertfordshire County Council's local offer can be accessed online at:

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

There is also lots of useful information on the Delivering Special Provision Locally – St Albans, Harpenden and Villages (DSPL7) website:

https://www.dspl7.org.uk/the-hertfordshire-local-offer/

Summary

How do you know if I have a special educational need or disability (SEND)?

An expert from outside of school might already be helping me, or my parents or teachers might have noticed that I need help at school.

I might need help with:

- understanding other people
- learning
- how I feel
- seeing, hearing or moving

How will you help me?

It will be best if I can learn in my classroom with the other children. Sometimes my teacher might give me objects to help with this, for example pictures to remind me what I need to do.

I might have an intervention with a teacher or teaching assistant. If I have an intervention, or if experts help me, I will have targets on a support plan.

How will I know if the help is working?

My teacher will talk to me and my parents or carers every term. We will talk about my targets and what will help me reach the next step.

How will you help me feel good about school?

I can speak to any teacher or teaching assistant if I am worried about anything at school.

What can my parents or carers do to help me?

My school will keep my parents or carers up to date with regular information and newsletters, and at parents' evenings. I will have homework every week, my parents or carers can talk to my teacher if my homework is too hard.

Who can I speak to about the help I need?

The best person for me or my parents or carers to speak to is my class teacher. We can also speak to the Miss Roberts. (Headteacher)

What happens when I change school or class?

My current teacher will speak to my new teacher. My parents or carers can speak to my teachers or Mrs Barrasso (SENCo) if they are worried.

What is the local offer and where can I find out more about it?

The local offer is the help there is in Hertfordshire for me and my family. It also lists activities I can take part in. The website link is on page 12.

What do we do if we are unhappy with the school's response to a problem?

We encourage you to share your concerns with the school in the first instance but should you still feel unsatisfied please refer to our complaints policy:

https://www.sandridge.herts.sch.uk/information/policies/