
	<b>Annual SEND Report</b>			
	<b>Last Reviewed: Jan. 2023</b>	<b>Next Review: Jan. 2024</b>	<b>Author: ANC</b>	

## Introduction

Sandringham aims to embrace the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse and often complex learning needs, setting suitable learning challenges and overcoming barriers to learning.

Sandringham is an inclusive school that believes strongly that all students, regardless of ability, background or ethnicity, have the right to participate in and enjoy all aspects of school life, including access to a full curriculum enabling them to have the opportunity to meet their full potential.

If you require additional information, we would encourage you to visit the school on our annual open evening or morning tours. Our SENDCO Cib Durrant, can be contacted here:

[Ciboney.Durrant@sandringham.herts.sch.uk](mailto:Ciboney.Durrant@sandringham.herts.sch.uk)

## Key Questions:

1. **How does Sandringham know if a student needs extra help and what should I do if I think my child may have special educational needs?**
  - We have robust transition planning and work closely with our local primary school to support SEND students in Year 6 to plan and support their effective transition to Sandringham School
  - We use effective baseline assessment tests and monitor student progress in order to identify those who are making slower progress than their peers.
  - School staff work closely with the SEND department, and where additional support may be of use, staff can refer him or her to the Learning Support Department.
  - Parents who have concerns about their child's progress can discuss this with their child's form tutor or relevant subject teacher, but if the difficulties persist, can contact the SENDCO for advice.
  - Students can also speak to any member of staff if they have concerns.
  - Sandringham also recognises that not all needs necessarily fall exclusively under SEND, and as such, we work closely with the pastoral teams in supporting students.
  
2. **How will school staff support my child?**
  - The best support for all students, including those with special educational needs, is high quality classroom teaching. As a high performing school, we place great emphasis on ensuring that the quality of teaching delivered meets the needs of all our students.

- We know that some children require additional support and this is provided in the classroom or through additional interventions that are accessed according to student needs.

**3. How will I know how my child is doing, and how will I be involved in discussions about, and the planning for my child's education?**

- Parents are invited to an Annual Parent Consultation meeting as well as Pastoral Review Day to discuss their child's progress with subject teachers and SEND staff.
- All students with SEND are issued with an individual SEND report which is available to parents, staff and key stake holders.
- Parents of students with an Education, Health and Care plan are invited to an additional annual review meeting with the Learning Support Department.
- Parents are aware of the success of their child through sharing of information from ePraise, our robust rewards and celebration system, which congratulates and champions students for noteworthy contributions and success.
- Parents can make contact with Learning Support Department on an ad-hoc basis to discuss specific issues or areas of concern.
- Parents are able to access their child's behaviour record and assessment outcomes electronically.

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

- Sandringham uses teacher assessment as well as the results of any specific screening or baseline testing, in order to match provision to needs.
- All staff have specific guidance and key information to best support SEND students.
- The SENDCO and learning Support Team advises teaching and other relevant staff with regard to individual student's specific needs.
- Advice from external professionals can be sought and used to implement specific strategies or to access particular resources or equipment.
- Screening for Access Arrangements for all formal exams from Year 9 onwards.
- There is some setting by ability in core subjects so that students who are working significantly below the level expected for their age may be taught in classes where the teaching and support is highly focussed in order for them to make progress.

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

- Careful transition planning at both ends of the school journey
- Planned Pre-visits for vulnerable students
- Nurture groups, buddy/peer support and Lunchtime Sanctuary clubs
- Access to trained counsellors
- Support programme from LINKS Academy Outreach Team
- Increased parental contact
- Liaison with identified key member of staff

- Hertfordshire's Educational Support for Medical Absence (ESMA)
- School Attendance Officer

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

- Speech and Language Therapy
- Educational Psychology
- Communication and Autism Team
- LINKS Academy Outreach Team
- Children and Adolescent Mental Health Team
- Youth Connexions
- Herts SEND Team
- VI, HI and PNI Teams
- Families First Assessment
- Virtual Schools
- NHS Health Teams where appropriate
- Social Care where appropriate

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

- All staff receive annual training and regular updates on key SEND students.
- SEND staff receive specific training in areas of SEND, in relation to the needs of individuals or core groups of SEND students.
- The Learning Support team works closely with external professionals to implement their advice for specific SEND students.

**8. How will you help me to support my child's learning and how will I be involved in discussions about, and the planning for my child's education?**

- Specialist interventions and support programmes
- Home-School agreement
- Homebased Learning available online through Google Classroom
- Homebased Learning Club, 4 times a week after school
- Sanctuary Lunchtime Club, 3 times a week
- The annual SEND report and the sharing of information over a range of platforms
- SENDCO and Assistant SENDCO are always available to contact throughout the year.

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

- Sandringham is committed to including students with SEND in activities outside of the classroom, including school trips and extra-curricular activities, and will make all reasonable adjustments to do so.

## **10. How accessible is the school environment?**

Sandringham has a well-established site that has been developed over many years, meaning some of our buildings are quite old, however we are in regular consultation with the relevant expert bodies, with the aim of making as much of the school accessible to those with disabilities. However, some challenges due to the building designs and site layout do remain. We recommend that parents visit our site at the annual open evening to make their own assessment of suitability, and contact us to discuss any specific requirements.

Recent adjustments to increase the levels of accessibility across the school site include:-

- Painted handrails around the site
- Adapted entrances and ramps into older blocks
- Edges painted on stairs and low overhanging structures
- Some automated doors
- Good acoustics across the site
- Wide paths and stairs around the campus
- Well-lit learning spaces and corridors
- Clear signage around the campus

Sandringham continues to plan for increased accessibility of provision for all students, staff and visitors to the school. Our main priorities are improving and increasing the extent to which disabled students can take advantage of education, associated services and all facilities within the school. More information can be found on the Accessibility Plan on the [Policies and Statutory Information page](#).

## **11. Who can I contact for further information?**

- If you require additional information, we would encourage you to visit the school on our annual open evening or morning tours. Our SENDCO Ciboney Durrant, can be contacted here: [ciboney.durrant@sandringham.herts.sch.uk](mailto:ciboney.durrant@sandringham.herts.sch.uk)
- General enquiries to the school can be made through: [admin@sandringham.herts.sch.uk](mailto:admin@sandringham.herts.sch.uk)
- Should you wish to raise a concern or complaint about SEND provision please see the complaints procedure from the [Policies and Statutory Information page](#).

## **12. 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?**

- Sandringham offers a full transition programme to support students transferring from Year 6 to Year 7. These include meetings with primary school settings and additional pre visits for students and parents including tours of the school site, introductions to the Learning Support team and Sandringham's SEND provision.

- A robust framework is in place for supporting students and parents in transferring from KS3 to KS4, 5 and beyond.
- Liaison with local colleges and places of Higher and Further Education for students who have Education Health Care Plans.
- Sharing of Access (Exam) Arrangements information.
- Links with YC Hertfordshire, the Hertfordshire Careers Service, who are involved with supporting students in their transition to Further Education.

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

- Money is allocated for children in Hertfordshire mainstream schools, including those with SEND, through the school budget.
- Support is planned according to student need, taking account of any provision requirements outlined in Education, Health & Care plans.
- We use our resources in a range of ways, such as providing smaller teaching groups for students working significantly below age-related expectations.
- For students with significant and complex needs, the school can apply for top-up funding through the Local Authorities Higher Needs Funding (HNF) stream.

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

- This is dependent on provision outlined in Education, Health & Care plans or personal education plans for Looked after Children.
- It is also related to prior attainment and rates of progress.
- Teaching Assistant support and Interventions are prioritised for students who require more than high quality classroom teaching.

**15. 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?**

- The Local Authority's Local Offer that outlines support and services for SEND available within Hertfordshire is available here: [www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)
  - [Services for parents, carers and families \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) From this page you can find all the different types of support that parents and carers of children and young people with SEND might be able to access, including information on support groups, mental health, parenting courses and how to access services such as SENDIASS.
  - [Getting help at school from your SENCO \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page explains what the role of a SENCO is, and how parents, carers, and SENCOs can work together to achieve the best results for a pupil.

- [If your child is too anxious to go to school \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk) This page is designed to help parents and carers whose children's attendance is low due to anxiety, and has advice on how to support them and where to go for help.
- [Contact a SEND service \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk) This page has contact details of the different SEND services, including details of Advice Line for Educational Psychologists, the Speech Language Communication and Autism team, the Specific Learning Disabilities team and others.
- [New to SEND \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk) This page has information and advice for those whose children have just been diagnosed with SEND, or have suspected SEND.

## Interventions

The following range of provision and support may be offered after consideration of an individual student's SEND needs, taking account of prior attainment data, the views of external professionals, their teachers, their parents and the student themselves.

### Intervention

#### **Social Skills programmes/support, including strategies to enhance self-esteem**

- 'Buddy' system for years 7 & 8
- SANctuary run by Senior Teaching Assistant (TA) according to a diagnosed need and/or information received by Communications Disorder Team
- Self-esteem groups run by Silent Learning Area (SLA), supported by LINKS staff
- School Counsellor

#### **Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation)**

- Supportive transition process, extensive communication with primary schools
- Bring your own device
- Prompt cards and colour coded timetables to support student organisation
- WP/ICT available to be borrowed according to need/Use of own laptop in school
- Specialist equipment to access the curriculum supported by the specialist teachers from the VI, HI, PNI teams

#### **Strategies/programmes to support speech and language**

- Interventions from a speech and language therapist supported by (TA)
- Pre teaching of strategies and vocabulary for individual students

#### **Mentoring activities**

- Peer mentors available to all year groups
- Support from sixth form mentors
- Specialist support available through SLA and Pupil Premium (PP) Co-ordinator

#### **Access to strategies/programmes to support Occupational Therapy/Physiotherapy**

##### **Targeted:**

- Interventions from an Occupational or Physiotherapist delivered through specialist teachers from the relevant advisory service as required

#### **Strategies to reduce anxiety/promote emotional well-being (including communication with parents)**

- Planned programme of support from a learning mentor/ Tutor/ Performance Director (PD)
- Planned programme of support from LINKS Outreach worker

- Time-Out Cards
- Modified Curriculum
- 'Skip the Queue' cards
- Groups to support emotional well-being and external support from LINKS staff
- Families First Assessment
- Virtual Schools
- School Counsellor

#### **Strategies to support literacy development and reading**

- Sixth Form Reading buddy programme
- Year 7 tutor group reading programme
- Targeted short term small group interventions for student with attainment levels below expectation
- Additional TA support for reading programmes and interventions
- 6<sup>th</sup> Form Tutors
- Tracking of least able readers to ensure teachers are aware of the least able reader in their classes
- Ensuring strategies for supporting the least able readers are signposted to English teaching staff
- Ensuring there is space in the curriculum for all students to develop their reading skills
- Directing staff to resources in LRC - such as reading lists - to promote reading
- Ensuring there is provision for students to develop a love of reading through extra curricular opportunities - KS4 and KS5 reading group

#### **Strategies to support numeracy development**

##### **Generic:**

- Setting of Maths classes from Year 7
- Targeted short term small group interventions for students whose attainment levels are below expectation
- Access to concrete/multisensory materials in lessons to embed concepts
- Provision of Maths software to support learning
- Maths booster classes to support learning
- 6<sup>th</sup> Form Tutors

#### **Strategies to support modify behaviour**

- Use of the school behaviour policy (available on the school website)
- Support from learning mentor/ Tutor/ Performance Director (PD) /SLA/PP Co-ordinator
- Pastoral support plans
- Support from LINKS Outreach staff
- Social skills group – according to need/information received by Advisory Team

#### **Provision to facilitate/support access to the curriculum**

- Teacher provide differentiated materials to support students with additional needs
- Barriers to learning are identified on SEND reports, with strategies shared for how best to support or engage learners
- Staff Training
- Interventions are available to enable students to overcome their barriers to learning (note taking, handwriting, speed reading and memory)
- Withdrawal by a TA for 1:2:1
- Common Assessment Frameworks (CAF)
- Screening for Access Arrangements for all formal exams from Year 9 onwards

- Access to specialist equipment (eg: Laptops, Soundfield system) according to need
- Targeted in class support in core subjects

#### **Strategies/support to develop independent learning**

- Access to personal ICT
- Use of visual timetables and check lists
- Differentiated curriculum
- Personalised targets for students
- Access to a broad and balanced curriculum
- Targeted short term small group interventions for student with attainment levels below expectation

#### **Support/supervision at unstructured times of the day**

- TAs are available to provide support during unstructured time, throughout the day
- School has open access policy for all Year groups
- SANctuary Club during lunchtimes for students according to a diagnosed need and/or information received by Communication and Autism Team
- Teaching staff are on duty during unstructured time
- Lunchtime clubs
- Respite in SLA or Learning Support areas of the school
- 6<sup>th</sup> Form mentors

#### **Planning and assessment**

- SEN Code of Practice 2014
- Regular review of targets with student and parents – Learning Review Day and Parent Teacher Consultations (PTC)
- PD reviews
- Close working practice between SEND, Pastoral, Safeguarding, Well-being and Pupil Premium Teams
- DoLs Meetings
- Meetings with key staff
- Screening for Access Arrangements for all formal exams from Year 9 onwards
- Individual student targets
- Education, Health and Care (EHC) plans where appropriate

#### **Liaison/communication with professionals/parents, attendance at meetings and preparation of reports**

- Liaison with a wide range of professionals
- Telephone/e-mail contact with parents
- Learning Review Day and Parent Teacher Consultations (PTC)
- Home/school contact book
- Regular progress meeting with parents

#### **Access to medical interventions**

- Strategies for the use of personal medication
- Access to First Aid trained staff on site
- Individual protocols for children with significant medical needs and allergies
- Individual support plans for students with short term medical needs



- Individual risk assessments
- Liaison and collaboration with Education Support for Medical Absence (ESMA) teachers
- CAFs
- Access to specialist advice as required